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ABSTRACT

Several prominent educators and counselors discuss the importance of career development for all citizens in this report. They present successful strategies for using the National Career Development Guidelines at the state and local levels to improve programs and to make them available to diverse groups, at all ages and stages of their lives. The introduction "From Promising Experiment to Widespread Practice" by Juliette N. Lester and Winifred I. Warnat looks at some of the common threads that emerge from the varied perspectives of the contributing authors. The following articles are included: (1) "Local Leadership in Implementing Comprehensive Career Development Programs" (Cal Crow); (2) "Strengthening State Leadership: A K-12 Perspective" (Belinda McCharen); (3) "Career Development and Postsecondary Education: Strategies for State Leadership" (Patrician Stanley); (4) "Using the National Career Development Guidelines in Training Career Counselors" (Howard Splete); (5) "Canadian Model for Training Career Counselors" (D. Stuart Conger); (6) "Tech Prep and Education Reform: Opportunities for Career Counseling" (Winifred I. Warnat); and (7) "The National Career Development Guidelines: A Status Report" (Juliet V. Miller). The appendix provides state profiles and local program descriptions. A glossary of terms is included. A list of National Career Development Guidelines products and ordering information is included. (ABL)

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From Pilot to Practice:

Strengthening Career Development Programs

CG024856

Editor: Juliette N. Lester

National Occupational
Information Coordinating Committee

U. S. Department of Education
Office of Vocational and Adult Education

November 1992

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The NOICC/SOICC Network

The National Occupational Information Coordinating Committee (NOICC) promotes the development and use of occupational, career, and labor market information. It is a federal interagency committee, established by Congress in 1976. Its members represent ten agencies within the U.S. Departments of Labor, Education, Commerce, Agriculture, and Defense.

NOICC has two basic missions. One is to improve communication and coordination among developers and users of occupational and career information. The other is to help states meet the occupational information needs of two major constituencies: 1) planners and managers of vocational education and job training programs and 2) individuals making career decisions.

NOICC works with a network of State Occupational Information Coordinating Committees (SOICCs), also established by Congress in 1976. SOICC members represent state vocational education boards, vocational rehabilitation agencies, employment security agencies, job training coordinating councils, and economic development agencies. Many also include representatives from higher education and other state agencies. The Network supports a variety of occupational information programs and systems. Some provide data to help in planning vocational education and job training programs. Others offer information for individuals who are exploring occupational options and making career decisions.

U.S. Department of Education
Office of Vocational and Adult Education

The Office of Vocational and Adult Education (OVAE) provides leadership in improving educational programs that promote work force preparation and lifelong learning. To support program improvement, OVAE promotes the development of standards and measures, and redirects the utilization of resources to technical assistance, information dissemination, and evaluation.

OVAE works with all States and Territories in order for the United States to meet the national education goals, to compete effectively now and in the 21st century, and to advance the economic well-being of our communities. OVAE pursues the integration of the Carl D. Perkins Vocational and Applied Technology Education Act and the Adult Education Act with the strategies and goals of AMERICA 2000. One avenue is by increasing quality, accountability, and accessibility of services. Another is by increasing coordination of policies and programs among public and private providers of work force education, training, and lifelong learning.

From Pilot to Practice:

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National Occupational
Information Coordinating Committee

U. S. Department of Education
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Preface

I am happy to introduce this final report of the *Career Development Leadership Institute* sponsored by the Office of Vocational and Adult Education and the National Occupational Information Coordinating Committee in San Antonio, Texas, in January 1992. The *Institute* brought together leaders from career development, counselor education, occupational information, and vocational-technical education to discuss ways to strengthen career development leadership and programs.

This report highlights some of the ways career counseling contributes to preparing a workforce that can compete with the best in the world. Strengthened career guidance and counseling programs must be an integral part of the education system. This report brings to the fore a number of successful strategies for strengthening career development programs. The report also spotlights the challenges and opportunities for career guidance to respond to changing economic and technological conditions through tech prep, skill clinics, and international activities.

Successful career guidance programs show students and adults the variety and range of opportunities available to them; these programs build on strong leadership and management; and they emphasize results. Making education programs more accountable should be an integral part of all efforts to improve our schools and programs.

I hope individuals who are concerned with counseling, education, and training will find this report interesting and informative as they continue their efforts to improve the quality of education for all our citizens.

Betsy Brand
Assistant Secretary for Vocational
and Adult Education
U.S. Department of Education

June 1992

Table of Contents

Introduction:
From Promising Experiment to Widespread Practice 1
Juliette N. Lester
Winifred I. Warnat

1. Local Leadership in Implementing Comprehensive Career Development Programs 9
Cal Crow

2. Strengthening State Leadership: A K-12 Perspective 27
Belinda McCharen

3. Career Development and Postsecondary Education: Strategies for State Leadership 41
Patricia Stanley

4. Using the National Career Development Guidelines in Training Career Counselors 55
Howard Splete

5. Canadian Model for Training Career Counselors 75
D. Stuart Conger

6. Tech Prep and Education Reform: Opportunities for Career Counseling 87
Winifred I. Warnat

7. The National Career Development Guidelines: A Status Report 95
Juliet V. Miller

Appendices 113
   A. State Profiles 115
   B. Local Program Descriptions 169

The Authors 191

Glossary 195

National Career Development Guidelines Products and Ordering Information 196

Acknowledgements 197

Introduction

From Promising Experiment to Widespread Practice

Juliette N. Lester and Winifred I. Warnat

> *[America is] in the midst of an intense national debate about education and training, their purposes, and the progress to date. Each of these efforts has a different focus, and all of them recognize that schools do more than prepare young people for work. But these efforts are all of a piece — elements in a broad nationwide effort to link education to the real world. All seek a particular kind of learner, one who can put knowledge and skills into practice as a productive worker, a responsible citizen, and a more complete human being.*[1]

> *Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will change their jobs ten or eleven times over their lifetime.*[2]

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[1] The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. (1992). *Learning a Living: A Blueprint for High Performance*. Letter of Transmittal from William E. Brock. Washington, DC: U.S. Department of Labor.

[2] *America 2000: An Education Strategy*. Sourcebook. (1991). Washington, DC: U.S. Department of Education. p. 69.

A Nationwide Effort
Linking Education to the Real World

Career development is a lifelong process through which we learn about ourselves in relation to the world of work. It helps individuals become lifelong learners, who seek and use information to make wise and timely decisions about their lives. *America 2000: An Education Strategy* points out that "Education is not just about making a living; it is also about making a life." Career development helps people learn how to "make a life" by learning first about themselves — their values, interests, talents, and skills. It helps them explore educational and occupational opportunities, find out about the realities of the workplace, and learn what they will need to succeed in it. It gives them skills to make sound decisions about each step in their career development.

In 1986, NOICC, in cooperation with the Office of Vocational and Adult Education, launched the National Career Development Guidelines initiative. Its purpose was to strengthen and improve comprehensive, competency-based career counseling, guidance, and education programs. The Guidelines provide a program improvement process that can help states, schools, colleges and universities, human services agencies, and community organizations. Today, in more than 40 states, the Guidelines are being used to strengthen the area of career development within comprehensive counseling programs.

The National Career Development Guidelines were developed in collaboration with the professional career counseling and education community, local program administrators, counselor educators, and state guidance supervisors. The Guidelines reflect professional consensus in three main areas:

- **Student and adult competencies and indicators** for individual growth in self-knowledge, educational and occupational exploration, and career planning.

- **Organizational capabilities** to support competency-based career development programs, including administrative commitments, facilities, materials, and equipment.

- **Personnel requirements** that counselors and other staff must have to deliver an effective career development program.

In the following report, several prominent educators and counselors discuss the importance of career development for all our citizens. They present successful strategies for using the Guidelines at the state and local level to improve programs and make them available to diverse groups, at all ages and stages of their lives. This summary looks at some of the common threads that emerge from the varied perspectives of our contributing authors. As they reflect on their experience in launching pilot efforts in this national initiative, they offer thoughtful and practical advice on what is needed to move from promising experiment to widespread practice.

Successful Strategies for Strengthening Career Development

Create commitment by meeting local needs. In chapter 1 of this report, Cal Crow underscores the importance of linking education to the real world. He suggests that "every American must acquire an understanding of our changing workplace and develop the career management skills required to function successfully in it." Dr. Crow believes that effective local career development programs are essential in making this happen and concludes that, without such programs, "we will continue to see millions of Americans literally become tourists in their own economy — people who no longer understand the language or culture of the workplace, and who will be unable either to anticipate or to respond to the changes surrounding them."

Dr. Crow believes that career development programs can "help people gain a sense of power and know-how so they don't feel victimized by events. They can help teachers teach differently, . . . counselors counsel differently, and learners learn differently." They help people understand the importance of lifelong learning. In essence, he writes, "Career development programs are really about changing the way people think and behave and about changing systems, both of which are difficult." To bring about change, you must first "get at the hearts and minds of the people" at the local level by showing them how the change will meet needs that are important to *them*. Unless they feel a sense of ownership in the change, they won't be committed to it.

State leadership is crucial — but not in isolation. Like Dr. Crow, Belinda McCharen underscores the need to engage the hearts and minds of the people in the education community as a first step in strengthening career development for school children. The challenge for state leaders, she notes, is to help overburdened counselors and guidance personnel "see beyond the daily 'doing.'" Before they will commit to using the Guidelines to improve their programs, they must be convinced that doing so will be beneficial. Once they share that vision, their efforts must be supported with materials, in-service training, and encouragement. Providing service, not just money, makes sense because "all too often, when the money is gone, so goes the project."

Ms. McCharen believes state leaders must offer "the major spark in creating interest in career development." In chapter 2, she discusses their role in implementing the Guidelines in elementary and secondary education and shares some of the strategies that worked successfully in Oklahoma. She reminds us of the benefits of linking career development with other education programs and resources. Cooperation among state agencies is vital because "one does not exert leadership by working in isolation." Participation by a broad segment of school, community, and business representatives is equally important.

Build the Guidelines into educational reform and state standards. Cooperation and coordination are key ingredients in California's successful efforts to integrate career development in postsecondary education, as Patricia Stanley points out in chapter 3. She sees the Guidelines as "an important resource for educational reform and comprehensive state planning efforts" and describes five strategies for implementing the Guidelines at the state level. Drawing on California's successful experience, she illustrates how the Guidelines can be integrated into strategic planning, legislative reform, accreditation and state standards, and educational program articulation, including tech prep.

Dr. Stanley stresses the importance of building public and professional understanding of the National Career Development Guidelines through ongoing information and outreach activities. New styles of participatory leadership or shared governance in postsecondary education require access to information for all participants in the decison making process. Thus educators must be made aware of the quality, scope, and potential impact of the Guidelines to ensure their use at the postsecondary level.

Reach counselors in training. Both Ms. McCharen and Dr. Stanley emphasize the importance of incorporating the Guidelines into counselor education programs. In chapter 4, Howard Splete outlines the benefits of doing so for counselor educators and their students. The Guidelines provide a common model and vocabulary for discussing career development and clarify its relationship to all phases of counseling. They offer counselor educators a resource and a structure for preparing their students to be both effective career counselors and program managers.

Dr. Splete gives practical examples of how the counseling competencies in the Guidelines can be built into existing counselor education courses. He discusses their potential use in a variety of pre-service programs, including specialty courses and summer workshops, as well as a single common core course. Dr. Splete also notes the importance of in-service programs because "training of counselors doesn't begin and end with a master's degree." It requires continual upgrading and sharpening of skills through in-service training and professional development opportunities.

Use distance learning technology for in-service education. Counselors in Canada have been asking for professional in-service training through continuing education. A compulsory, curriculum-based career development program has been put in place, but with very little training provided to those required to teach the course. Policies guaranteeing employment counseling for all employment service clients also have prompted a massive effort to train competent career counselors. In chapter 5, D.

Stuart Conger describes the innovative approaches to counselor training launched by the Canada Employment and Immigration Commission.

Using public television, videoconferences, and other distance education technology, the Canadian Guidance and Counselling Foundation hopes to train up to 20,000 counselors per year and to foster a career development culture among citizens in the process. Mr. Conger discusses issues that have prompted support for this effort and the expected results: more effective career counseling for clients; better qualified and more confident counselors; a labor force that is more self-directed, more competitive, and more productive; and a sounder social structure and economic base for the country.

Look for new challenges and opportunities, like tech prep. Many of our authors stress the importance of linking career development to appropriate trends and innovations in education. Dr. Stanley, for example, describes how the Guidelines can be used in educational program articulation and other reforms. As she points out, one of the most prominent efforts currently is tech prep. An alternative to the college prep course of study, tech prep prepares students for highly skilled technical careers as well as higher education.

In chapter 6, Winifred Warnat describes this innovation in education reform and the vital role counselors have in making it work. Her focus is on the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 and the challenges career counselors face in implementing quality tech prep programs, a cornerstone of the Act. Dr. Warnat stresses both the responsibility and the opportunity that tech prep offers all counselors involved with career guidance. Most importantly, she notes, tech prep education provides our youth a new pathway for moving successfully through school and beyond, into a life of work and learning.

Reforms Must Have Strong Roots

In recent decades, many innovative educational programs have flourished and then disappeared. The challenge for those of us who are engaged in improving education and training is to make sure our efforts take root and spread. With this in mind, NOICC and OVAE jointly sponsored a *Career Development Leadership Institute*, held as a pre-session of the National Career Development Association's national conference in San Antonio, Texas, in January 1992. The purpose of the *Institute* was to strengthen state, local, and professional development leadership. It afforded state and local leaders in career development and counseling an opportunity to share information on the many creative and effective initiatives going on in the field today. Early drafts of the papers included in this report were among those presented at the *Institute*.

In preparation for the *Institute*, NOICC asked the Directors of State Occupational Information Coordinating Committees (SOICCs) to describe current activities related to improving career guidance programs. The state profiles presented in Appendix A of this report include information on the approaches states are using, types of local sites, funding sources, dissemination activities, benefits, and products. The profiles are intended as a source of ideas and information to stimulate and support further state and local efforts.

Status of the Guidelines Initiative. In chapter 7 of this document, Juliet Miller summarizes the information received from 49 states and presents a status report on the Guidelines initiative. She indicates that the past few years "have been a period of major refocusing of career guidance programs to ensure accountability of student outcomes, programmatic focus, and career development assistance to all students. The states have reported a wide range of exciting activities." They are using a variety of state-level guidelines for student competencies and guidance models. They are addressing the needs of all program levels and settings, serving diverse populations. Dr. Miller also describes the types of products developed and dissemination and training activities undertaken in the states.

Toward Widespread Practice

Forums like the *Institute* and this publication are a means of heightening awareness and spreading the word about what works in introducing educational innovations and improvements. They are steps in putting experiments into widespread practice. However, other steps are needed if we are to succeed in establishing comprehensive career development programs nationwide, for all groups and all ages of Americans, from kindergarten through adulthood.

Whether significant and widespread improvement is possible will depend on how well we adjust within the political and financial realities in which we must operate. We cannot focus simply on innovation, without concern for sustaining new strategies and encouraging the conditions needed to translate them into everyday practice. The authors of the following papers offer useful insights and ideas to help in this endeavor. Among the common ideas that emerge are seven basic steps for putting the National Career Development Guidelines program improvement process into practice:

- Show how the Guidelines process can meet local needs. Give people a sense of ownership and shared responsibility; their commitment to the process is critical.
- Build broad-based support by inviting the active participation of school, community, and business people and keeping them well informed.

- Increase public and professional understanding of the Guidelines through ongoing information and outreach activities.

- Integrate the Guidelines into existing programs and structures; cooperate and coordinate implementation efforts with state agencies and other organizations.

- Provide assistance, resources, training, and encouragement for staff implementing the process.

- Integrate the Guidelines into ongoing or future legislation, policy, and plans at the local, state, and federal level.

- Link the Guidelines with appropriate new trends and innovations in education and training.

Among the goals set by the nation's governors for America in the year 2000 is that every adult American will have the knowledge and skills to compete in a global economy. As our authors suggest, career development can help our citizens understand the "language and culture of the workplace" and become "more self-directed, more competitive, and more productive." It can contribute to empowering our work force and opening up options for our young people. If this is to happen, we must "see beyond the daily 'doing'" and put successful pilot programs into widespread practice.

1

Local Leadership in Implementing Comprehensive Career Development Programs

Cal Crow

This paper is based on two assumptions: 1) every American must acquire an understanding of our changing workplace and develop the career management skills required to function successfully in it and 2) for this to occur, there must be effective, local career development programs in every part of the country. Without these local programs we will continue to see millions of Americans literally become tourists in their own economy — people who no longer understand the language or culture of the workplace and who will be unable either to anticipate or to respond to the changes surrounding them.

The paper is intended to inform, to challenge, and to broaden the discussion about local career development programs. I hope it succeeds on all three counts.

Things To Consider When Starting a Program

Former House Speaker Thomas P. (Tip) O'Neill once commented that "All politics is local." I want to state up front that effective career development programs are both *local* and *political*. They are local because their ultimate success depends on the belief, commitment, and dedication of local practitioners. They are political because they require philosophical changes, power shifts, turf-sharing, and new ways of allocating resources. Career development programs are really about changing the

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Cal Crow is the Washington State Facilitator for the National Career Development Guidelines.

way people think and behave and about changing systems, both of which are difficult. I was reminded of this several months ago when I met the Consul General from what was then the Soviet Union. While describing the turmoil in his country, he commented on the difficulty of being in the midst of a peaceful revolution, because "you must get at the hearts and minds of the people, and that is not easy."

Implementing a career development program is very much like starting a peaceful revolution. It creates dissonance, causes resistance, and generates a desire in many to return to the past, when we didn't have to worry about such things. As peaceful revolutionaries, career development advocates must have a clear mission, be committed to it, and be willing to share it with as many people as possible. They must understand both the change process and the local political arenas in which major decisions are made. These attributes will increase the chances of career development's becoming an integral part of "the way we do things here." Without them, career development is likely to be viewed as something nice to do, but not essential to the organization's mission.

Many of us who were involved with career education in the 1970s and 1980s saw excellent programs developed and supported. They flourished because of national publicity, special funding, and/or charismatic advocates. In spite of their general high quality and popularity, many of these programs disappeared because few people at the local level were willing to go to the political mat to save them. They were not part of the fiber of the organization-at-large, nor did decision makers see them as responding directly to changing needs and priorities in their own organizations. Although many people liked them, no one really needed them. Hence, few local leaders felt any sense of ownership for them when it came time to reorder priorities and trim budgets. Consider the messages in the following real-life stories:

Some time ago I observed a man telling one of my colleagues about a new computerized information system he had helped design. He was excited! My colleague agreed that the system was wonderful, then asked, "What need is it meeting?" The man responded by describing all the innovative features of the system, what people could do with it and how others around the country were using it. My colleague responded with a statement and two questions. "I have no desire to do the kinds of things you just described. What need is it meeting *for me*? Why would *I* want to subscribe to it?" The message in this brief exchange was clear. One may have a good program, based on sound research, which has been used successfully elsewhere and is supported by a well-respected professional. However, none of this guarantees local acceptance. I have found that people are rarely excited by someone else's program, unless they see it meeting a need they have already expressed.

A second example occurred when a consultant I had just met began describing a business executive's dissatisfaction with his firm's training efforts. The company had brought in highly qualified, articulate, and well-paid consultants; had purchased attractive, state-of-the-art materials; and had allocated time for employees to attend training. They had done it all, and at considerable cost, yet there was no noticeable effect on the culture of the organization, on quality or productivity, or on the behavior of any individual in the company. The consultant described this as the result of using training programs that have no "soul" or "spirit." They are brought in to "do something," although the participants don't always know what it is. The programs are well designed, contain excellent information, and are professionally delivered. However, they are not developed for either a specific organizational or political culture or in response to needs expressed by participants. People enjoy taking part in these programs, and frequently give them excellent evaluations, but their "hearts and minds" are rarely touched by them. In the long run, it really makes little difference to them whether the programs remain or are discontinued.

A third illustration came in a discussion I had with a high school educator about their school's new program to build self-esteem. Apparently the program was working well, and many faculty members were enthusiastic supporters. I knew from previous conversations that teachers and administrators were concerned about the large number of ninth graders who weren't making it. I asked how the freshmen were being affected by the new self-esteem program and was told that they were still a concern because a large number of them had failed at least one subject during the first quarter. It appeared that no one saw any incongruity between adopting a new program promoting self-esteem while maintaining an old grading policy that failed dozens of students. There was no attempt to align the existing system with the new program. Many people saw the need for the self-esteem program, and even embraced it, but the changes in thinking and behavior required to make it successful had not permeated the existing political structure. They were merely trying to add a new program onto what they already had.

When implementing a local career development program then, several important questions emerge: How can we ensure that this program truly reflects local needs? What can we do from the very beginning to engage "the hearts and minds of the people"? How can we develop a program that will have a positive effect on other parts of the organization? How can we enlist the support and commitment of decision makers who operate in important political arenas?

Generate, Not Just Identify, Common Needs

I believe a good first step is to generate — not just identify — an array of common needs that everyone can own and accept. This can be done by presenting information and asking questions that produce just enough dissonance to create a sense of urgency. Following are examples that can help people understand and buy into the need for a career development program. You may think of others.

- *Workplace Basics: The Skills Employers Want* (1988) identified several skills necessary for workplace success. They include learning to learn, personal and career development, creative thinking, problem solving, teamwork skills, and leadership. Would you agree that these are important skills? Where are the people in your organization or program acquiring them? What would it take to ensure that everyone acquired them? Who should be involved in making this happen?

- We read regularly that increasing numbers of Americans are becoming dysfunctional in their own economy. Because they don't understand how the world works, they are unable to make it work for them. The report titled *America's Choice: high skills or low wages!* (1990) indicates that up to 70 percent of Americans "will see their dreams slip away" unless we make fundamental changes in our approach to work and education. The Oregon legislature has already responded to this report by proposing major changes in their state educational system. How are the people in your organization responding to this information? What is being done to change the way people think about work and education? What steps are being taken to ensure that no one in your community becomes part of the 70 percent who will be in economic trouble? What kind of help would you need to address this?

- The [U.S. Department of Labor] Secretary's Commission on Achieving Necessary Skills recently expressed its concern about the lack of workplace "know-how" among youth. In *What Work Requires of Schools: A SCANS Report for America 2000* (1991), the Commission includes "A Letter to Parents, Employers, and Educators" stating: "More than half of our young people leave school without the knowledge or foundation required to find and hold a good job. Unless all of us work to turn this situation around, these young people, and those who employ them, will pay a very high price. Low skills lead to low wages and low profits. Many of these youth will never be able to earn a decent living." What is being done in your organization to "turn this situation around"? Where are the youth in your community developing the knowledge and foundation required for successful employment? What about the adults? What would it take to assure that everyone did acquire them? Who should assume leadership for this?

- The National Career Development Guidelines were designed to help people acquire the career management skills necessary for lifelong career success. What role do the Guidelines play in your organization? How are people learning about and developing the competencies described in the Guidelines? If they are not developing these competencies, what would it take to make this occur? Who should make this happen? How would your organization or community be different if everyone mastered the competencies from the Guidelines?

Similar information about our changing economy and workplace is available regularly from a variety of sources. Local data and examples are especially helpful. (Are people aware that local employers might need to interview 15-20 individuals to find one acceptable candidate? Or that the average young family can no longer afford to buy a home in your community because their skill level doesn't command a decent wage?) In the beginning stages of a career development program, as many people as possible must be provided with this information and given an opportunity both to ask and to respond to a series of questions: What does this mean for us? How does this new information fit with how we currently operate? How might we use this information to help students, clients, employers, employees, and others in our community? Who else should have access to this information?

When a critical mass of individuals begins to address these questions and agrees that change must occur, the "peaceful revolution" is underway. The "hearts and minds of the people" are engaged. As momentum builds, increasing numbers will agree that some type of career development program is needed. The key is to ensure that politically savvy decision makers are among them.

Potential Barriers

Even though people may see the need for a comprehensive career development program, old ways of thinking will make implementation difficult. Two examples are included here, both of which can be overcome by a good career development program. The first is the difficulty many of us have fully understanding what is meant by career *development*. It is frequently viewed as a program of activities or a series of experiences, rather than as a lifelong process of understanding, nurturing, and managing one's relationship with the workplace. To a high school teacher or administrator, career development often means vocational education. Elementary school teachers may see it as something important that should be dealt with "later." To a school counselor, it might mean a career day or a series of activities in the career center. For employment and training counselors, career development translates easily into employability skills or job placement. Career development specialists in business and industry may point to career paths within the company or describe job posting practices. And numerous people view it as a nice program that high schools have for noncollege-bound students. With so many narrow constructs at work among the stakeholders, a major function of a career development program is to broaden perceptions and help people acquire a developmental perspective. This is a difficult concept for many Americans, especially when addressing issues of adulthood.

Some of you may remember using developmental psychology textbooks that ended with a chapter on *reaching adulthood*, assumed to be in the early twenties. The implication here was that nothing very important occurred after that.

We have all heard American business criticized for holding on to the old ways and for focusing on end-of-the quarter reports to stockholders rather than adopting a developmental, long range perspective. According to a Portland businessman, we are afflicted with "end-point thinking," viewing life as a series of individual ends to be attained, rather than as a long term process of growth, development, and change. We talk about *completing* our education, of *having* math, of *taking* history, of *finding* a job, of *closing* a deal, of *getting through* the semester, and of *arriving* or *making* it. We may even talk about *doing* career development or of putting a career development program *in place*, endowing it with a sense of permanency that immediately mitigates against growth and change.

I have seen this lack of a developmental perspective numerous times when working with public offenders, almost none of whom understood the concept of managing a career. They could talk about the jobs they had found — and lost, the places they had worked, the difficulties they had encountered, and the unemployment they had drawn. Life was viewed as a disjointed array of tasks, activities, episodes, and misfortunes unconnected to each other or to any kind of a meaningful whole. They viewed their lives as happening "to them." The idea of gathering information, setting goals, learning to manage your life, and positioning yourself for a lifetime of compatible work was totally foreign to most of them.

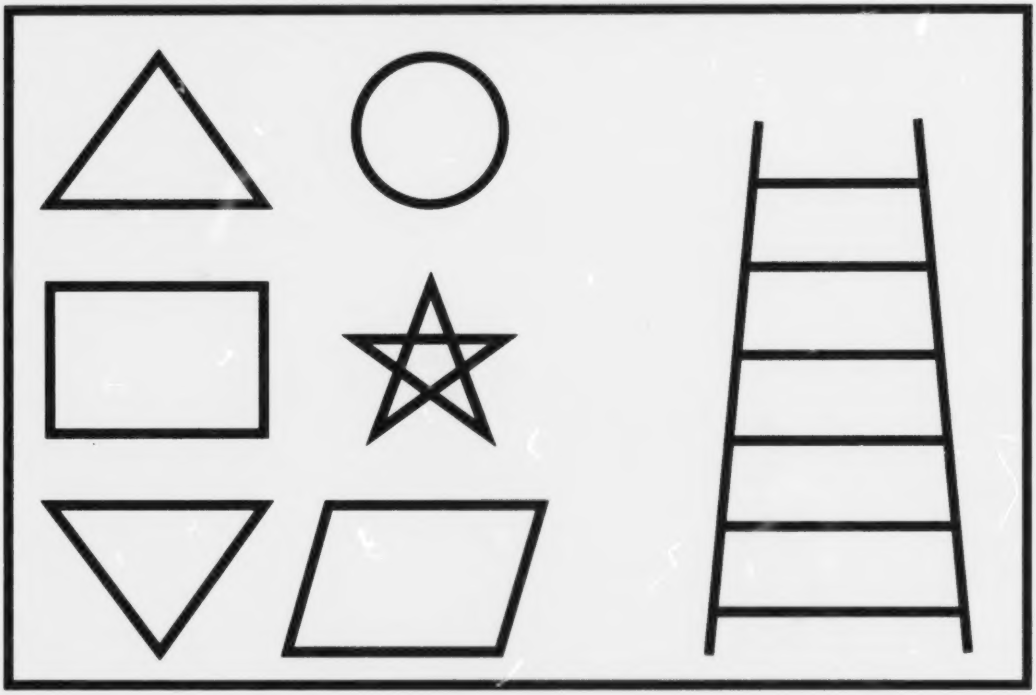
I will always remember a session where we were discussing some of these things and a young inmate asked, "Why did I have to come to jail to learn this?" It's a good question. If he were a member of your community, how would you answer him? (Is it possible that an effective career development program could have eliminated the need for his question, or even the jail time itself?)

To understand why the concept of career *development* is difficult, we need only to consider a question commonly asked of young people in the United States even today: "What do you want to be when you grow up?" Examining the question in detail can explain many of our current perceptions about career development. "What do you want to *be*?" produces a single answer — an occupational title. It implies that you will "become your occupation." The question neither seeks multiple answers, nor encourages change and development over the lifespan. "When you grow up" implies that you are nothing now, but will be "something" some day. Because nothing is said about "getting there," growing up is often viewed as a one-point-in-time event that occurs as if by magic. (Is it surprising that many elementary school educators believe their students are "too young" for career development activities?) A final inference from the question is that we are operating in a stable, unchanging workplace. Tell us now what you want "to be" and we can guarantee that it will still be around when you "grow up."

Shapes and Ladders

This paradigm is illustrated in Figure 1. The rectangular box represents the workplace. Notice how neat and well defined it is. The geometric shapes on the left represent occupations. The process goes something like this. *Question*: "What do you want to be when you grow up?" *Answer*: "A triangle." *Response*: "Well, if you want to be a triangle, then you need to take triangle classes and go to triangle school. You need to surround yourself with people who are also studying to be triangles, or who at least have something in common with triangles. You must 'shape yourself' so there is no doubt that you are a triangle. When you have 'completed your education' you will receive a certificate attesting to your success in 'triangling.' And when anyone asks, 'What do you do?' you will have a ready answer. 'I am a triangle!'"

Figure 1



A major problem with this model is that thousands of people who believed in it and prepared for it have been told that the workplace no longer needs nor wants triangles. Our response is predictable, but not at all developmental. "What are these people going to do? It's all they know!" What kind of world view would cause us to say of anyone, "That's all they know"? How does it jibe with our belief that we all are in a state of continual growth, development, and learning? What can we do from now on to ensure that we never say that about another person in our community and that people will never again say it about themselves?

The linear, single-answer, "what do you want to be?" approach reflected a simpler, more predictable, and much less ambiguous world than the one we live in today. It no longer serves us well. (I have had people protest that it never did!) I believe very strongly that local career development programs must be designed to help people break out of this way of thinking, or their overall impact will be minimal.

The career ladder was another element of this linear model. The idea was simple. One started at the bottom in an entry level position. By doing good work, knowing the right people, and understanding internal labor markets, a person could move toward the top. Those who understood career ladders often could predict where they would be five, ten, even twenty years into the future. Again the model focused on individuals' "shaping themselves" to move within a system, but had little to do with individual growth and development. We all know of people who started at the bottom, did all the right things, and discovered that their ladder was going nowhere. Rungs were cut out or inserted in new places, and in some cases the ladder literally disappeared. Think about how these individuals describe their situations. Virtually every career counselor has heard the words. "I'm stuck." "I feel like I'm on a one way street to nowhere." "I've peaked." "I've plateaued." "I've hit a brick wall, a dead end, a blind alley." "I have nowhere to go."

People who make these comments are not looking at a world where change and flexibility are the order of the day. They are still looking for another shape "to become," an outlook that makes little sense in a workplace where the average length of stay on a job is expected to be three to four years. They are people who bought into a linear model of the workplace many years ago and are still trying to function in it. Although it is not working for them, they don't know what else to do. Local career development programs must address this "ladder syndrome" by helping people find new ways of setting long-term career goals.

Abstaining from Training

This lack of a developmental perspective has made it difficult for us to embrace a concept of lifelong learning, which we all know is an important part of good career development programs. "Just tell me what I need to know to do the job — or to get a passing grade" is still a common remark. Statements such as "If it ain't broke, don't fix it," and "That's the way we do it here," and "I know all I need to know to do this job" discourage growth, development, and change. The results of this type of thinking are troubling. An examination of employee education programs sponsored by business, labor, and other enterprises around the country shows only a small percentage of eligible workers taking advantage of them, unless considerable time and money are expended on recruiting and counseling. Similarly, reports describing the job-finding difficulties encountered by recently and soon-to-be discharged military personnel indicate that most of them had not participated in educational programs while in the service.

Left to their own devices, few Americans seek additional education. Many simply do not value it. This was illustrated clearly when a well-known consultant became involved in an in-flight conversation with two young Northwest timber workers. They knew that economic and environmental issues affecting the timber industry would require them to change occupations, but they didn't know where to start. The consultant asked if they had considered community college for exploration and/or retraining. They quickly replied that "college is for nerds." I have shared this story with many friends and colleagues who told me they weren't surprised and emphasized that this type of response is not limited to the wood products industry. How likely is it that you would get a similar response in your community? (I wonder if the young timber workers would have responded differently had they participated in a comprehensive career development program.)

I haved worked with numerous dislocated workers who said they were too old to go back to school, or who did not do well in school 25 years ago and assumed they couldn't do well today. "End point thinking" prevents these individuals from using a growth-producing, developmental perspective to help themselves. Effective adult career development programs can make a world of difference in the lives of these individuals. Unfortunately, few communities have such programs.

Most of us have a difficult time talking about plain old garden variety learning, let alone the lifelong type. (When was the last time you had a conversation about *learning*?) The few discussions that do begin with a focus on learning almost invariably turn into discussions about learning institutions, i.e. schools, colleges, training programs. This should not be surprising when we consider how much time in education and training programs is spent talking about courses taken, credits earned, hours spent, requirements completed, and grades received. Each of these is of interest to the institution, but none is related directly to learning. We frequently ask students what they are taking or how they are doing. We rarely ask what they are learning or how they might be able to apply it in the future. Comprehensive career development programs can effectively send the message that lifelong learning must be a local priority. Well-designed programs can also model many of the behaviors required for survival in a learning-oriented society.

Missing Connections

The second barrier is our inability to see how things are connected or related. Because many of us work in systems that require labeling, sorting, separating, dividing, and compartmentalizing, we have a much easier time seeing boundaries and differences than we do relationships and connections. We easily get into discussions about academic and vocational courses or about students to whom we have attached the same labels. We talk readily about college-bound and noncollege-bound students. (With the average age of college students approaching 30 on many campuses, do we really know who the college-bound students are by age 16?) We develop programs for general students, for special education students, and for gifted students. We divide ourselves into grades and levels, and into departments, offices, divisions, and disciplines. We do not see the relationship between economic development and career development. We have a difficult time making the connection between self-esteem in school and risk-taking out of school, and we don't understand how reading the business pages of our newspapers might affect the way we teach, or train, or counsel.

Consider the following, all of which I or a colleague have experienced: curriculum directors, academic deans, and other educators who see no connection between their work and career development programs for students; the staff development specialist who told me their school district didn't have time to think about career development because it had selected excellence as its focus for the year; the spokesperson for a Council on Economic Education who told me their organization had no need for information about career development and no interest in seeing how the two enterprises might work together; the school superintendent who stated emphatically that their district has no need for a career development program because most of the students go to college; the elementary school counselors who walked out of a presentation about the changing workplace because they could tell by the opening sentence that it had nothing to do with elementary school students; the high school counselors who informed a district administrator that career guidance was not part of their job; the employment and training specialists who said that career development programs got in the way of helping people find jobs; the school board member who cringed at the term "workplace preparation," because she thought it meant turning the schools into a training ground for corporate America. And hundreds of thousands of students throughout the country attend school daily seeing no connection between what they are studying and anything else in their lives.

An elementary principal addressed this eloquently when she described students' "putting on their school faces" before entering the building each morning, then removing them at day's end. After watching this ritual day after day, she said she wondered if students ever saw any connection between their school experiences and their lives outside of school; and she also wondered if educators knew how to help them make the connection. She wondered aloud what would happen if every school adopted a two-part philosophy: 1) that students be able to apply what they are learning in some way outside of the classroom and 2) if they can't, the topic must either be taught differently or not at all. (What would be the implications for career development if this philosophy were adopted in the schools in your community?)

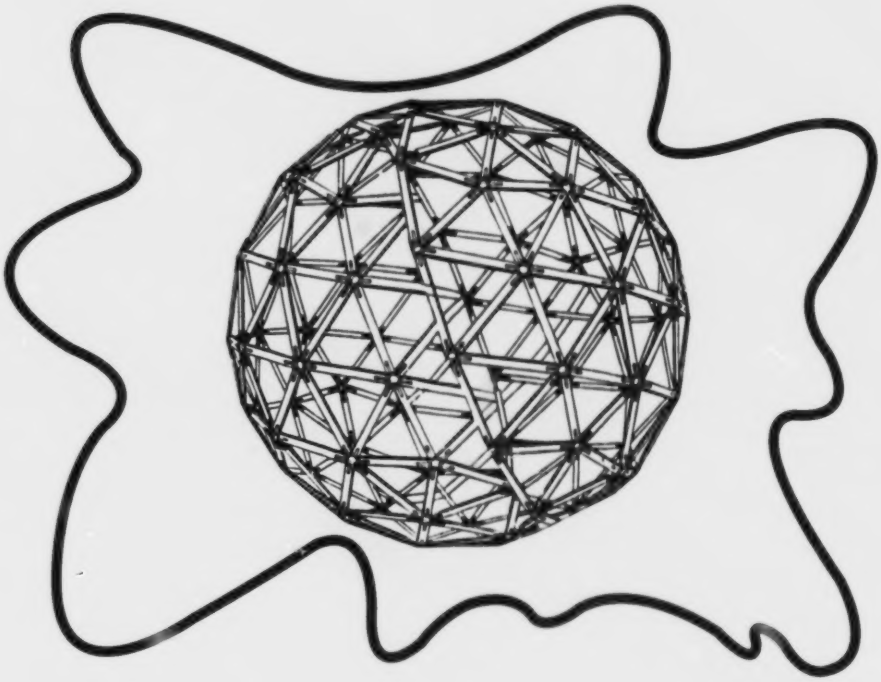
How Can a Career Development Program Help?

Good career development programs are versatile. They can be good information sources, can serve as catalysts for change, and can provide unifying themes for organizations. They help people gain a sense of power and know-how so they don't feel victimized by events surrounding them. They can help teachers teach differently, trainers train differently, counselors counsel differently, and learners learn differently. They help all of us think differently about who we are and about our chances for success in the workplace. Career development programs are equally at home in schools, training programs, community agencies, businesses, corrections institutions, or any other place where people want to plan successful futures. A good career development program can truly "get at the hearts and minds of the people," almost any place.

My discussions with people who know about such things tell me that bonding and relevance are two of the most significant factors in determining whether individuals will stay in or drop out of education and training programs. Students who develop bonds either with each other, with faculty, or with the institution itself, and who see a reason for being in school, are much less likely to drop out before completing their programs. Psychotherapists tell us that feelings of alienation and a lack of meaning are two serious problems in contemporary American society. What could be more important than a career development program that helps people become connected with the economy and workplace and teaches them how to find meaning in their lives? Can you think of a more effective bonding agent for any community?

Career development programs can encourage new perspectives by helping people rethink the box, ladder, and geometric shapes mentioned earlier. Figure 2 shows a much different model of the workplace. The idea came from David Meier (1985) who suggests that we move from linear to geodesic thinking when we teach and train. His idea applies to career development as well. The sphere is surrounded by a changing, amoeba-like figure rather than a predictable box. Although it contains many of the same geometric figures found in the box, they are interconnected rather than separate. We no longer talk about "shaping ourselves" to fit into the workplace, but rather about being able to "move through" it. In this model, the ladder metaphor gives way to the lattice or the web. There are no brick walls or dead ends or blind alleys, only new directions. "What do you want to be?" has changed to "How do you want to prepare yourself to enter this sphere and stay on it for the rest of your life, no matter which way it turns?" A career development program organized around a flexible, multi-directional model such as this one can have a major impact on the way people think, behave, and view their options. (What is likely to happen if people don't have access to such a program?)

Figure 2



Career development programs can help people see connections they may not have seen before, while simultaneously addressing and supporting their existing priorities. Following are questions and answers demonstrating some of these connections:

- Are you part of a school district involved in restructuring efforts? A career development program can help frame many of the questions you will need to address.
- Is your emphasis on effective schools? Effective career development programs reflect many of the attributes of an effective school.
- Are you responding to federal legislation by setting up tech prep programs or trying to integrate academic and vocational course work? A good career development program promotes articulation, collaboration, and integration.

- Is outcome-based education one of your priorities? Good career development programs are outcome- or competency-based. In fact, the National Career Development Guidelines could support your efforts beautifully.

- You say your interest is economic development? Remember that the economic development of a community depends on the career development of the people who live there.

- Did I hear you say that your school is into cooperative learning? Would you like information about how the group skills you are teaching in class can be applied to the workplace?

- You're concerned about the dropout rate? Were you aware that students who fully understand how their education is related to future success are much more likely to stay in school?

- Is literacy an issue? Did you know that presenting literacy skills in a career-oriented, workplace context can be much more effective than traditional literacy programs?

- You've been asked to address learning styles in your organization? There are numerous connections between learning, training, quality, and productivity in the workplace.

- You have unmotivated students who don't want to learn? Get them involved in visualizing their own success, and notice the difference.

- You're working with abused clients who have low self-esteem? Have them participate in career development activities where they can take charge of their lives. The results might amaze you.

School administrators have told me that, once they understood the scope of career development, they could see it affecting their entire restructuring and curriculum revision efforts. Some teachers have indicated that they will never teach the same way again now that they realize the importance of career development. Others have talked about "reading the news differently" and incorporating this information into lesson plans. Adult basic education teachers in some states are developing curricula to teach the skills from *Workplace Basics*.

What Can Be Done Locally?

- Raise awareness by engaging people in discussions about workplace preparation and success. Talk about the local, state, regional, and global economic situation.

Share information from national reports, newspapers, conferences, and workshops. Remember that most of the people in your organization don't see the reports or attend meetings where these topics are discussed. And without information, they can't support your program.

- Make sure that career development becomes part of your organization's mission statement and strategic planning process.
- Set up an advisory committee. Ask members both to provide input and to share information with the community-at-large. Determine what must be done to ensure that students or clients have the skills and information necessary to function in a changing economy and workplace. Identify individuals at the local level who can make this occur.
- Use the National Career Development Guidelines to help frame discussions and to illustrate the developmental perspective described earlier. A counselor from an agency in our state commented that many of her clients were adults chronologically, but were at the elementary level in terms of their career development. She said that having access to competencies at all developmental levels helped her understand career development much better; it also helped her determine where to start with each individual client. Elementary teachers have commented that having access to all the competencies enables them to plan current activities with an understanding of what students can expect in the future.
- Use the Guidelines to give people a common language, regardless of organization or developmental level. People can talk about "the competencies," regardless of level or organization, and others will know what they mean.
- Make sure that career development is seen as an important part of local economic and community development efforts. This will increase visibility, provide access to important political entities, and help avoid the situation that occurred when a small community learned that its major employer was closing. People were devastated and talked of nothing else for days. When officials from the Office of Community Development visited the local high school to see how they were dealing with the issue, they discovered that it had never been discussed. Yet seniors in that school were enrolled in a required course that covered contemporary problems and economics! Imagine what the results might have been if every teacher had agreed to spend class time addressing the impact of the closure on the community. Students could have written poems, stories, and essays; composed music; used the visual arts to show the effect on the community; computed the overall financial impact on the community; discussed the reasons for the closure and how they relate to quality, productivity, and a global economy; discussed the potential impact on families, including their own;

and described steps they could take now to prepare for similar occurrences in their own lives. I hope it is fair to assume that the plant closure would have been addressed in numerous ways, had there been a comprehensive career development program in place.

- Look for entrees within existing or emerging programs or activities. Some examples: restructuring, special education IEPs (Individualized Education Programs), outcome-based education, quality and productivity, site-based management, self-directed work teams, literacy and adult basic education, curriculum revision, learning, self-esteem, drug education, standardized testing, critical thinking, dislocated worker programs, and JOBS[1] programs. Many communities may be looking for assistance in implementing recommendations from the *SCANS* or *America 2000* reports. Career development provides an excellent framework for both of them.

- Think creatively about obtaining funds that can be used for local career development programs. Possible sources include Private Industry Councils, corrections, dislocated workers, U.S. Department of Labor regional offices, economic and community development, union/management education and training agreements, substance abuse, programs for the homeless, state employment service, programs for at-risk youth, new developments in learning, staff development, and funds earmarked for model or exemplary programs. You may think of others. The broader our perspective about career development, the greater the opportunity for obtaining funds.

- Change position descriptions and interview processes to include career development components. Make sure that all new hires in your organization support career development and agree to participate in local programs. This will not only increase your support system but also make clear to everyone that career development is important in your organization.

- Look for creative ways of bringing career development concepts into issues you face daily. Are you in a school where 60 percent of the students are latchkey children? Build this into the curriculum! Have students think about all the skills one must master to function successfully as a latchkey child. Generate a discussion about the effect of work on parents, guardians, and families. (The National Career Development Guidelines could be helpful here.)

- Ask students, clients, trainees, inmates, etc. to develop a portfolio of their most excellent work. Make sure they understand how excellence is related to quality and productivity in the workplace. Get them to talk about what they are most proud of in the portfolio, why some things are better than others, how this reflects their interest and motivation levels, and how all of this relates to the workplace.

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[1] Job Opportunities and Basic Skill Training Program of the U.S. Department of Health and Human Services, Family Support Administration.

- Think in terms of skills. Ask people to do a periodic analysis of their skills. Imagine if every graduating senior were able to name 20 skills learned in school and could describe how each of them might be useful in the workplace. What would be the impact on the economic development of a community if every potential worker could do this?

Where Do We Go From Here?

We must learn to view comprehensive career development not as a discrete program, but as a way of thinking and behaving. A good example is the third grade teacher who told me that she once defined her mission as getting students ready for the fourth grade. And that's what she did. She now describes it as preparing her students to become successful 30-year-olds. Nearly everything she does in her classroom is done with this picture in mind. She said it had totally changed the way she views her students and the way she teaches them. If every teacher in her school did the same thing, could we say they had a comprehensive career development program? How much would it cost to do this?

We must help others see that even though implementing a career development program does require some change in thinking and behavior, it doesn't necessarily require them to give up anything that is important to them. In fact it can enrich what they are already trying to do.

Occasionally someone will insist that we do not need career development programs. After all, we have gotten along well for years without them, and many of the concerns expressed here are the result of unwise political decisions, changing family structures, and economic realities beyond our control. That's certainly one way to look at it. However, I wonder what would happen if everyone developed an understanding of what it means to compete as an individual in a global economy. What would happen if we had education-to-work transition programs for all students, eliminating forever the situation where students leave commencement ceremonies, diplomas in hand, asking, "Now what do I do?" What would happen if every citizen had the know-how described in the *SCANS Report*? What would be different about a world where we no longer ask people what they want to be, but rather ask: Who are you, and how can you translate this identity into workplace success? What array of skills do you want to develop? What are all of the possible contributions you could make to society? At this point, which ones are most appealing to you? How do you plan to enter and move through the workplace?

What if everybody could answer these questions? What would be the effect on crime, drug use, homelessness, welfare, and other social problems if everyone acquired the competencies delineated in the National Career Development Guidelines? And finally, what would happen if each of us spent just one day thinking of things we could do to increase the chances of every citizen's achieving success, whatever that means to them. What would we want them to know? What skills would they need?

When I think about a framework for addressing these questions, I invariably arrive at the same conclusion — a comprehensive career development program. Every locality needs at least one. Let's get started, now!

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Strengthening State Leadership: A K-12 Perspective

Belinda McCharen

The purpose of this paper is to discuss strengthening state leadership pertaining to the National Career Development Guidelines. The Guidelines promote the development of sequential, planned, competency-based career development programs as a vital component of comprehensive guidance efforts. Unfortunately, such programs are not yet a reality in many schools. The evolving role of the school counselor as program manager is important in assuring that a competency-based program reaches all students. The key role for leaders at the state level is to persuade and to demonstrate to counselors and public school staff that comprehensive, competency-based career guidance programs form the future vision for guidance in this country.

The obstacles for leadership in the area of career development have become greater in many ways. Many states have depended upon monies available through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 to support career guidance leadership at the state level. While the Act underscores the importance of career guidance, funds have not been earmarked specifically for it. At the same time, local authorities now have greater control over how Perkins Act funds will be spent. As a result, many leadership posts at the state level have been eliminated. Their loss has occurred at a crucial time, when building career development skills is emerging as a needed educational reform.

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Current Reality

In my state, as in many others, encouraging counselors to change the way they do business evokes the response, "I can't add anything else. I'm doing all I can do!" Convincing overburdened counselors and school leadership of the value of strengthening the career development area of their counseling program is difficult at best. The challenge of state career guidance leadership becomes a frustrating experience. Yet the need for change in the way our schools and our counseling programs are preparing students has been well documented in reports such as *America's Choice: high skills or low wages!* (1990) and *What Work Requires of Schools: A SCANS Report for America 2000* (1991), to name only two of the most recent.

Improved access to career information, better career planning skills, and greater understanding of how education relates to job skills are urgently needed. However, these needs are not emphasized nearly as much as personal and social issues in comprehensive guidance programs. According to the 1987 Gallup Poll commissioned by NOICC and the National Career Development Association (NCDA), almost six in ten adults stated that they believe most adults need assistance in getting career information. If they could start their career again, 55.6 percent of the men and 61.7 percent of the women indicated that they would get more career information than they had the first time (Brown and Minor, 1989). One might infer from these results that career information and career development skills have not been available to our population while still in school. That is still largely true today.

Unfortunately, in many schools, counselors have limited control over their role and responsibilities. For example, the job of helping students select appropriate academic programs often turns into the task of scheduling classes. Teachers and administrators may expect the counselor to be primarily a peace keeper or disciplinarian. In many schools today, counselors face a steady stream of students with urgent and serious personal and family problems, such as drug abuse. Frequently, the sheer number of students per counselor creates an overwhelming work load. Thus it is not surprising that counselors may have little or no time to address systematically the developmental needs of students.

Situations like these are real, not rare. They may explain why only 17.2 percent of those polled by the Gallup Organization in 1987 reported seeking assistance with career-related information from a school or college counselor. The National Career Development Guidelines are an important program improvement process for changing the current reality of today's counseling programs. The challenge to state career development leadership is to help school guidance personnel see beyond the daily "doing" and implement a planning and program improvement process.

Changing Current Reality

According to Lou Tice in the *Investment in Excellence for the Nineties* series, current reality cannot be changed until the vision of the future is stronger than the image of current reality. We must create dissatisfaction with the "way things are" in order to move into the way "things can be" (1990). State leadership must adopt this philosophy to effect change.

Many states are reluctant to mandate programs or activities, in part because they have recently experienced sweeping educational reform measures. Mandating activities and programs without providing full funding for implementation is not popular with local schools. For this reason, our state believes that the National Career Development Guidelines can best be implemented through leadership, demonstration pilot sites, and infusion within other efforts, rather than as a stand-alone endeavor. To fully fund a stand-alone effort requires more monetary resources than we currently have — or will have in the near future.

My state began its involvement with the National Career Development Guidelines in 1987, in the second group of pilot states selected by NOICC. The project lasted two years. During that time, my office and the Oklahoma State Occupational Information Coordinating Committee (SOICC) worked closely with the two pilot schools, offering them training and support. One was an area vocational-technical school and the other, a K-12 public school. The rationale was to pilot the Guidelines within schools most representative of our state. This proved helpful in citing examples of the results of using the Guidelines at the various levels and settings. Schools anticipating change need a model to examine while trying to formulate their plans for change. Having two pilot schools within the state has been one of the most helpful aspects in selling the Guidelines. In workshops we have done for schools considering their use, the guidance staff from the pilot schools have consistently received the highest evaluations. Staff who have actually been through the process are able to share the positive and not-so-positive aspects of changing their programs. Schools feel more secure in hearing from a peer "what it's really like."

Formulating the New Vision

The Guidelines served as the basis for encouraging change. The process for planning, implementing, and evaluating them offered a model for future efforts in our state. Once the schools began the planning process, it also became apparent that a committee comprising many different staff members of the school, as well as community, business, and industry representatives, was another important catalyst for change.

We wanted to present the Guidelines to our schools as a program improvement process, not a stand-alone project; finding a good way to do so was essential. Leadership is sometimes slow and requires patience — and so does planning. We began to plan our approach with care. We felt the Guidelines offered a valuable structure, but the communication of the process had to be handled appropriately to persuade schools to use it.

First Steps

The pilot schools were implementing the Guidelines at the same time that we were implementing a new guidance model in the state. The National Career Development Guidelines had not been established in time to infuse them into the state model. Understandably, the question arose, "Why do we need the Guidelines? We have a state guidance model." We had to work hard to convince people that the Guidelines were not a replacement for a guidance program, but a process for strengthening the area of career development in existing programs.

Also during the same period of time, we recognized the need to restructure a very successful career development program to make it more accessible to schools in the state, without increasing staff. This became quite a challenge. We had been offering career assessment and guidance to students through a mobile van system. Vans staffed by Mobile Career Specialists were used in 27 counties of the state. The program had been developed in 1979 in an attempt to provide career guidance to rural schools operating without guidance counselors. (More than one-third of our schools had no counselors because they were not funded through state money, nor will they be until newly enacted school reforms take effect in 1993.) The only problem with the program was that it was too successful, in many ways. It served the career needs of the students so effectively that the schools stopped trying to address them during the remainder of the school year. They viewed the Mobile Career Specialists' visit as providing an adequate career program for their students. After the van's departure, the schools did not invest additional time or resources. Career development was a convenient, once-a-year event, which did not require additional staff or staff responsibility. It was not perceived as an ongoing, systematic, developmental program. It became evident that if we wanted to effect long-term change, we were going to have to move from the retail business to the wholesale business of delivering career development.

From the Guidelines pilot sites' experiences, the structure of the new program began to emerge. Before schools could formulate a career development plan, they first had to recognize the need. They also had to commit to the process. With the Guidelines providing a model process for us, we began to see that our Career Development Services Division could assist schools in forming a career development plan, where none had existed before, for their districts. One of the key components in making this succeed is a career development committee, which operates in much the same manner as does the committee structure in the Guidelines.

We convened all 14 Mobile Career Development Specialists to plan the new service. As stated previously, leadership is sometimes a frustrating experience, and "followers" do not always share the vision of the future simultaneously. Change takes time and a great amount of patience. We fully understood the "45" or so ways the program wouldn't work, but instead needed to concentrate on the "10" reasons it would. The specialists were convinced that schools would not want their services because we were not offering money to help them implement this program. That schools would be willing to implement a program that is not mandated and has no funding attached to it was indeed a rather unusual assumption. But we were convinced schools would welcome another pair of hands, in the form of the newly re-named Regional Career Development Specialists, to assist them in improving an existing guidance program or developing a new one.

Naturally, the first essential task was to inspire the Regional Career Development Specialists with the philosophy of the new program and to make them believe it would be an instant success. They had to become experts on the Guidelines quickly. They had to be prepared to approach schools and suggest the steps needed to develop a career development plan. The first step was a needs assessment. Our Career Development Services Coordinator and I worked with our Research Department to devise a workable needs assessment form, based upon the 12 competencies in the Guidelines. We agreed that it should be a fairly simple, standardized instrument, because we wanted to begin a statewide data bank on this program improvement process. The Regional Career Development Specialists would begin to offer assistance in developing a 5-year career development plan for school districts. They offered the needs assessment as a free service to schools that had not conducted one or could not do so. Each of the specialists was equipped with a laptop computer and software that would help tally the responses on the needs assessment. This service appealed to schools, since staffing often is inadequate and needs assessments take time. It was a tremendous task to accomplish in one year.

The Regional Career Development Specialists also assisted in establishing a career development committee in each school. If the school did not already have a functioning guidance committee, then a career development committee would be established. If a guidance committee already existed, a few minor membership adjustments were suggested. Typically, existing committees were very small and did not include a broad range of people from the community. The additional members were to include parents and representatives of business and industry in the community.

A project coordinator was designated at each school to act as chair for the career development committee. The design called for the school to take control of the plan, with the Regional Career Development Specialist acting as resource person and consultant to the committee. Often, the project coordinator was a classroom teacher who had become excited about career development and its possibilities. Counselors typically cited lack of time for not serving an active role on the committee. We welcomed any member who was committed to the process to take the lead role in a school.

The first year the major task was to convince schools this was an important activity. This took considerable marketing skill on the part of the Regional Career Development Specialists, because career development was not a requirement. The second task was to form the committee and to conduct and tabulate the needs assessment for each school. By the end of 1990, over 50,000 students in grades 5, 8, and 11 had been given a needs assessment. These grades were targeted, but if a school wished to add others to the sample they were allowed to do so. At the same time, the Regional Career Development Specialists worked with each school to establish a career resource center. This, we believe, is central to the success of a career development program. The Regional Career Development Specialists assisted in selecting quality materials and, in some cases, helped the school apply for a career education grant from the State Department of Education to fund the resource center.

Other Efforts

During this time, our state vocational and technical education system wanted to develop a model for vocational guidance programs. A Request for Proposals, calling for the use of the National Career Development Guidelines, assessment processes, the development of individual career plans, and many other requirements, was released. Two area vocational and technical schools were funded to demonstrate how a program like this could be developed, and the process for program evaluation was formulated.

Until this time, the guidance program had been evaluated as part of the administrative review and accreditation process. In other words, it was part of the administrative review, and administrators evaluated the program. This evaluation left a good deal to be desired. We wanted to develop a program with measurable criteria, one that could be evaluated and accredited according to realistic standards and expectations. The standards and expectations were to be developed specifically for vocational guidance programs and the programs evaluated by vocational guidance peers.

The two grant schools were engaged in a 3-year program, beginning July 1, 1988. Their experiences have resulted in a document that will be adopted this spring by the State Board of Vocational and Technical Education. It stipulates outcomes for the vocational guidance programs, strategies for addressing them, and indicators to demonstrate that the outcomes are being reached. Each area vocational and technical school must develop a written guidance plan incorporating the outcomes required in the accreditation document. Within the strategies for achieving the outcomes, the schools will establish student competencies, determined through a needs assessment and based upon the Guidelines. This process has assisted the state leadership in bringing a better structure to our guidance programs.

This Guidelines project also has established outcomes for vocational guidance programs. These are strong enough to be included as a standard that area vocational and technical schools must meet to be accredited by the State Department of Vocational and Technical Education. If the evaluation team finds that a school does not satisfactorily address each of the outcomes in its program, then the school will be required to develop a program improvement plan outlining corrective action and submit it to the department for approval. The school will then be monitored the following year to observe improvements.

Blending the Guidelines with Other Efforts

We believed that the National Career Development Guidelines would be used most effectively within the state if they were incorporated into other efforts. Thus our state Guidelines Steering Committee worked together in the early stages of the pilot to determine the activities we needed to impact.

One of the avenues selected was the establishment of a state advisory committee composed of counselor educators and members of growing businesses and industries. We wanted to be sure that counselor educators were exposed to the Guidelines; we hoped that would lead them to incorporate the information into their counselor education classes. We're still working to achieve that goal. Inroads have been made, but not to the degree we had hoped. We need to work much more effectively in this area to promote the use of the Guidelines in counselor pre-service as well as in-service programs. Again, change comes very slowly.

We also decided that each of the Improved Career Decision Making Workshops (ICDM) provided an excellent opportunity to present the Guidelines. The Oklahoma SOICC Director has allotted time at each workshop to explain the Guidelines and their significance to guidance programs at all levels, in all settings. This awareness is important because counselors from many different agencies attend the ICDM workshops. The Regional Career Development Specialists also make presentations about the services their program has to offer for school-based counselors and the variety of materials available for use in implementing the Guidelines.

This year our state career information delivery system, Oklahoma Career Search, will match competencies with various elements of the system. This demonstrates another way of addressing the student competencies by using various products and activities. The Guidelines provide an excellent structure within which existing resources can be used to build student competencies in career development.

The Career Development Services Division has also produced a book of activities tied to the National Guidelines. The activities are matched to the "suggested learner outcomes" established by the Oklahoma State Department of Education. These outcomes consist of learning goals and objectives for all grade levels, in all subjects in grades K-12. At least four activities per grade level within the "core" academic subject areas of mathematics, science, social studies, and language arts in grades K-12 have been included in phase one of this book. One master set of these activity books is being given to each school in the state. The activities may be reproduced by teachers and counselors for use at the school site. The career development committee chairs have been encouraged to disseminate these materials widely within their school and to encourage copying by teachers.

The Regional Career Development Specialists have worked hard to provide in-service programs to teachers, administrators, and counselors in the schools on the importance of the developmental approach. The activities and in-service programs provided this year stress the need to infuse career activities in all classrooms, at all grade levels. They have reinforced the role of the teacher in providing instruction and of the counselor in providing the skills of program manager and advisor to students. The state leadership has a responsibility to support these efforts by supplying information, through mailings to counselors, concerning the career development process, materials, and their use.

As mentioned earlier, there has been some initial resistance to implementing the Guidelines because the state guidance model had already been developed. To help clarify the confusion that arose, we developed a guide, *Crosswalk to the NCD Guidelines and Building Skills for Tomorrow.* This crosswalk demonstrated how the goals established in the state guidance model could be met through the use of the student competencies in the Guidelines. This has helped reinforce the perception that the Guidelines is a program improvement process, not a separate program. It has also helped eliminate the belief that personal and social, educational, and career or vocational activities have to be separate. The Guidelines have demonstrated that many different purposes can be met through the student competencies.

We have also used the Oklahoma Association for Counseling and Development newsletters and our own in-house newsletters to promote the use of the Guidelines in strengthening comprehensive school guidance programs. We have been active in submitting program proposals for state guidance and counseling meetings. The pilot sites also have been involved in many presentations to demonstrate how they have enhanced their programs through the use of the Guidelines. These activities reflect another role of state leadership: to use available resources to promote needed change and make the state aware of the materials and the process available to accomplish it.

In summary, we have employed a range of strategies to ensure full integration and acceptance of the Guidelines within state and local guidance program improvement activities. Among other strategies, we have:

- Used comprehensive K-12 model sites so that guidance staff who have actually been through the process can share their experiences with other schools.
- Involved many different school staff members, community members, and business and industry representatives in the change process.
- Communicated the message that the Guidelines could enhance existing guidance programs rather than replace them.
- Used 14 Regional Career Development Specialists, employed by the state, to offer assistance to local programs in developing a 5-year career development plan for school districts. This service included use of laptop computers to help score local needs assessments.
- Used the Guidelines to develop an outcomes-based model for the administrative review and accreditation process within the state vocational-technical education system. If career guidance programs cannot demonstrate an outcomes-based approach, they are encouraged to establish student competencies based on the National Career Development Guidelines.
- Used other SOICC activities to support dissemination of the Guidelines, such as describing the Guidelines at Improved Career Decision Making Workshops and linking Guidelines competencies to specific elements of the career information delivery system.
- Developed a state handbook of career guidance activities tied to the Guidelines competencies and indicators, and a crosswalk between the Guidelines and the existing state guidance model, *Building Skills for Tomorrow*.
- Used existing resources, such as association newsletters and conferences, to disseminate information about the Guidelines.

Challenges

Within the next year many issues affecting the use of the Guidelines will impact schools in my state. Implementation of the school reform bill in relation to guidance and counseling will begin in 1993. By that time, a sufficient number of the schools working with the Regional Career Development Specialists must be ready to implement their programs. We must also have some initial evaluation data on their effectiveness in building student competencies called for in the Guidelines and the state's suggested learner outcomes. If the programs prove effective in achieving these outcomes, then doubts about the Guidelines will diminish and the value of using them will be reinforced.

Another challenge facing the state is to integrate the Guidelines into programs funded by the Carl Perkins Act. In our state, we have added counselors at the local level in response to this Act. Local schools viewed the Carl Perkins money and its allowable use in the area of career guidance as a resource to help them meet the mandates of our education reform bill. Whatever the motivation, we have an increased number of counselors needing help with a career development program structure. Career development traditionally has been the weakest area in counselor pre-service training. The Guidelines and the Regional Career Development Specialists can assist in providing the necessary information and program structure for the Perkins counselors. But we must also provide in-service training to prepare them for their role in managing and facilitating the career development program.

Career guidance leaders must move to help states see how the Guidelines fit into the Standards and Measures required in the Perkins Act. The role of career guidance in building occupational competence needs to be discussed and addressed in great detail very soon. If the guidance community does not take the initiative to define this role for ourselves, then someone outside the discipline will do it for us.

If these efforts to implement the Guidelines improvement process succeed, that process may flourish as the national standard for career development programs. If not, it may join the educational movements that have died prematurely for lack of funding or support. This is why our state adopted the approach of providing service rather than throwing money at a district. All too often, when the money is gone, so goes the project. The concept of lifelong career development is too important to chance on a short term funding arrangement.

Building on Success

In Oklahoma, we have spent the past several years piloting new initiatives and trying to convince schools that change is necessary. During this effort, several encouraging events have occurred, offering us an opportunity to build further support and awareness. For example:

- The two original Guidelines pilot schools have both been selected through the peer review process as National Exemplary Career Guidance Programs. This process is sponsored by the U.S. Department of Education's Office of Vocational and Adult Education and the National Association of State Career Development/Guidance Supervisors.

- These awards provide evidence that the use of the Guidelines as a program improvement process yields quality results for schools.

- We have publicized these awards during our summer vocational education conference by having the pictures of each school representative in the State Department of Education newsletter and the Oklahoma Association for Counseling and Development newsletter.

- For the past two years, the Governor has presented the National Peer Review award to the school at his press conference honoring National Career Development Month.

These two schools continue to lead others as examples of excellent programs. They have continued to expand their program and enhance their services to students. When callers want to observe an exemplary career development program, I recommend they visit the two Guidelines pilot schools.

Future Efforts

In my opinion, one of the most crucial needs facing state leadership will be to work diligently at persuading and training counselor educators to use the Guidelines in counselor pre-service programs. In their training, new counselors are introduced to developmental guidance programs, but they need even more information about career development to be effective. The Guidelines offer counseling education students a practical tool and a framework for helping schools establish viable programs to meet the needs of our future workers.

Another area that must be emphasized is cooperation within the state. We are very fortunate that our career development services, career information delivery system, SOICC, and the vocational guidance office are all located within one agency. This has made it easier for us to coordinate our efforts and work together. This type of partnership is essential in providing leadership to the field in sufficient strength to effect change. One does not exert leadership by working in isolation.

We are working with the state legislature to restructure the formula for funding area vocational and technical schools. One of the areas we have declared essential for a quality vocational program is career guidance and assessment. Data on retention of students, program completion, and placement rates were collected from the Guidelines pilot area vocational and technical school. They demonstrate positive trends that were not in place before the Guidelines process was implemented. The ability to demonstrate the effects of career development programs may equate to improved funding for the guidance effort in vocational and technical schools in our state. Information such as this can only strengthen the need and the potential for impact on the students and educational programs within our schools today.

The Challenges and Responsibility of State Leadership

The importance of state career guidance leadership cannot be overemphasized. Few in a state understand the role of career development in building effective educational programs. Unfortunately, many of our state career guidance leaders do not understand this role themselves. Those who have not been allowed to participate in conferences or pilot efforts with the Guidelines are far behind in their skills to bring change to their states.

For change to occur, another view of the future must replace the vision of the present. It is the responsibility of the state career development leadership to offer this new vision — and, more importantly, the "how to" for reaching it. The "how to" consists of materials, in-service training, and encouragement to change.

State career development leaders also must continually read and listen for new trends impacting the field. The Guidelines initiative, for example, has had a major impact on career development in this country. Often, practicing counselors have neither the time nor the resources to recognize and interpret emerging trends and how they will impact their programs. The state career development leader must assist in providing this type of information to the field.

The state career development leader must be the major spark in creating interest in career development in the state. Issues of importance to the quality of education must be kept continually in the consciousness of the educational community and the public in general. State career development leaders must be advocates for the field, because no one else has this special responsibility. They must find opportunities to advocate the need for career development in today's society. If they are well informed, they can help others in their state see how career development fits into current reforms, such as those advocated in the *SCANS Report* (1991). This awareness also must be translated into action to influence the future direction of the effort. If the state leaders sit and wait for movements to pass them by, who will be the advocate for the local programs?

The state leader must also work diligently to gain resources at the state level, both within the agency and with the legislature. Often, work with the legislature must come through the agency, but the state leader can encourage local staff to become involved. Encouraging people to get involved in the political process, especially to benefit students through improved career development programs, is a very important role.

The state leadership must also take responsibility for providing resources for local programs. This may mean establishing a central resource center, as we have done in Oklahoma, where local schools may check out materials on a loan basis at no cost. Our resource center maintains a career information collection that schools can use for two weeks, then return. It is an excellent way to support small, poor schools that cannot buy many career development materials on their own.

State leaders themselves are another resource. Their expertise often can be helpful to local career development staff. For example, they may be able to suggest a resource they have used or seen at a conference, thus saving local staff a great deal of time and effort.

Another way state leaders can encourage change is through the materials available from their department. For example, if the Guidelines are deemed important, then the state career development leader can create materials to help others understand them and tie their activities to the process. This is perhaps one of the quickest and most efficient ways of influencing change in the field.

The state career development leader should also provide in-service training opportunities for the career guidance staff in the state. At least once a year, a conference or series of regional meetings should be held to bring school staff up-to-date and help them move their programs toward the implementation of the Guidelines. If school counselors and career development staff are not current in their knowledge, then they will not be effective within their schools with students, parents, and administrators. The state leadership has a great obligation to provide opportunities in this area.

To sum up, an active state leadership is essential in the career development movement. If a state has not made the commitment to having a full time career development leader, effecting change in guidance programs will be greatly hindered. Some progressive and aggressive local schools may catch the vision and begin the program improvement process on their own. But their efforts may flounder or flourish unheralded without a state leader to provide support or encourage other schools to follow suit. With state leadership, the efforts of an active district can spark others throughout the state. Through networking, a leader can spread the word and build support among state associations, school leaders, other state schools, and within the state agency.

Initial figures from the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) in December 1991 suggest that states can no longer rely on federal funding to support their career guidance leadership. Unless the state maintains a strong commitment with state money, it appears that as many as 15 to 20 states will lose their career development leadership over the next three years.

State career development leadership plays an important role in the implementation of the Guidelines. The leadership is responsible for the monetary and media support of the project, for dissemination of project results, and the development of materials to lead or support the effort. I encourage OVAE and NOICC to work together actively to maintain state career development leadership and strive to keep these very important individuals current and aware of their role in the implementation of the Guidelines.

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Career Development and Postsecondary Education: Strategies for State Leadership

Patricia Stanley

When postsecondary education leaders become aware of the outcomes and benefits of comprehensive career development programs, the National Career Development Guidelines can become an important resource for educational reform and comprehensive state planning efforts. The question becomes, then, how to best make educators aware of comprehensive career development program benefits and reinforce the need for implementation activities to further develop such programs. For the purpose of this discussion, implementation strategies used in California will be referenced to help answer that question. Because of the size and nature of its postsecondary system, California needed to use a number of strategies. Many of them are applicable to other states.

The community college system in California is the largest postsecondary system in the world. Multiple strategies are needed to implement educational reform within such a large system because the needs, awareness levels, and climate for addressing change are as varied as the regions of the state. Extending from Mexico in the south to Oregon in the Northwest, California is an interesting mix of densely populated cities and sparsely populated rural and mountain areas. The 107 community colleges in the state are within reach of all citizens. Large multi-college districts are found in San Diego, Los Angeles, San Francisco, and Sacramento, but small single-college

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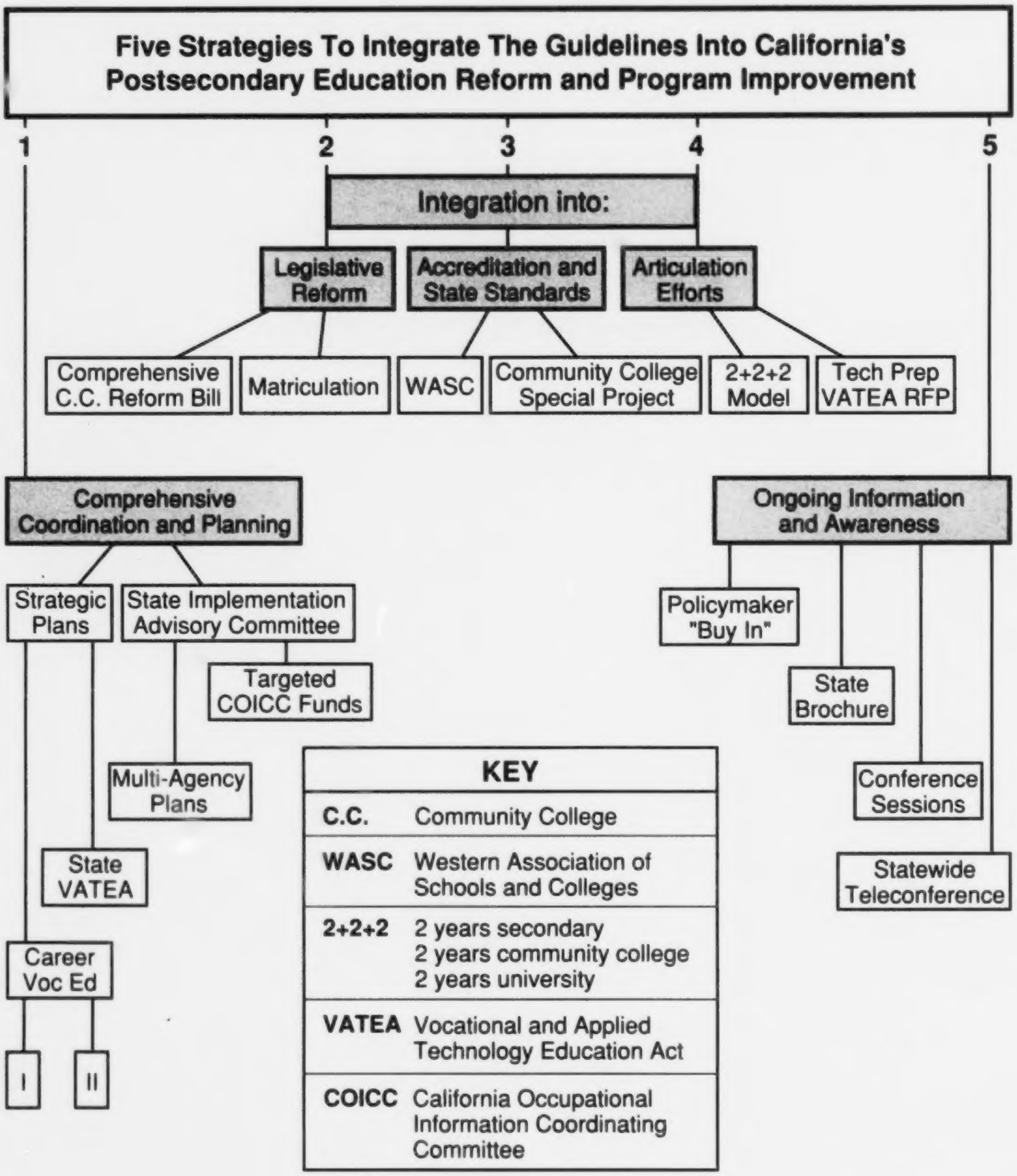
districts are also found in less well known places such as Weed, Feather River, and Coalinga. Community colleges maintain much local control as they serve the different communities of which they are part.

Figure 1


Five Strategies To Integrate The Guidelines Into California's Postsecondary Education Reform and Program Improvement
1
2
3
4
5
Integration into:
Legislative Reform
Accreditation and State Standards
Articulation Efforts
Comprehensive C.C. Reform Bill
Matriculation
WASC
Community College Special Project
2+2+2 Model
Tech Prep VATEA RFP
Comprehensive Coordination and Planning
Strategic Plans
State Implementation Advisory Committee
Targeted COICC Funds
Multi-Agency Plans
State VATEA
Career Voc Ed
I
II
Ongoing Information and Awareness
Policymaker "Buy In"
State Brochure
Conference Sessions
Statewide Teleconference

KEY	
C.C.	Community College
WASC	Western Association of Schools and Colleges
2+2+2	2 years secondary 2 years community college 2 years university
VATEA	Vocational and Applied Technology Education Act
COICC	California Occupational Information Coordinating Committee

This paper discusses five state-level implementation strategies for the National Career Development Guidelines. Figure 1 outlines these strategies, which are:

- Comprehensive intersegmental coordination and planning
- Integration into legislative reform
- Integration into accreditation and state standards
- Integration into educational program articulation, including tech prep
- Ongoing information and awareness activities

Comprehensive Intersegmental Coordination and Planning

Two successful examples of comprehensive intersegmental[1] coordination and planning will be detailed here. Other states may find the concepts worth replicating, as they have great potential for ongoing program improvement. Strategic planning efforts are under way in many systems, and these comprehensive plans can influence educational reform for years to come.

The first example dates to January 1989 when Part One of a comprehensive planning effort called the *California Plan for Career-Vocational Education* was published. The Plan outlined policy directions for the state to pursue if California was "to retain leadership and success in competing in the world marketplace, moving into the information/service/technology society of the twenty-first century, meeting the economic development needs of business and industry, and serving the educational and training needs of a culturally rich, diverse, and constantly changing population." (California Plan I, 1989)

One of the fundamental purposes of the Plan was to establish a unifying mission for career and vocational education in California that now reads: "The mission of career-vocational education in California is to enhance the personal and economic well-being of individuals and to develop human resources which contribute to the economic development of the state." (California Plan I, 1989) The connection of that mission statement to the three areas of the career development competencies in the National Career Development Guidelines is immediately apparent. The first area, self-knowledge, is implicit in the enhancement of personal well-being of individuals.

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[1] California has a number of education providers. When they work together in attempts to coordinate the delivery of programs or build articulation among the providers, the term intersegmental is used. It refers to the cooperative effort to make a diverse system more unified.

The other two areas, educational and occupational exploration and career planning, are integral to the economic well-being of individuals and, when successfully carried out, collectively contribute the human resources needed for state economic development.

Part One of the California Plan referenced the following social, economic, and educational issues as needs to be addressed in state policy. It is quite unlikely that these issues are unique to California. The Plan lists the following related to the postsecondary level:

- A significant number of people between the ages of 16 and 24 leave school without marketable job skills, with little understanding of the work ethic, and without knowledge of other avenues to education and training.
- Those who have not held steady, full-time jobs by the time they reach 25 have significantly fewer chances of becoming productive members of the work force than those who have.
- Rapidly changing technology has had a dramatic impact on the work force. It has changed the way in which jobs are performed, eliminated many unskilled and entry-level jobs, and displaced large numbers of older workers.
- More and more adults over 40 are discovering that their job skills no longer meet the demands of a new labor market and they must seek retraining.
- We are faced with an increasing number of immigrants with minimal education, limited command of the English language, and insufficient job skills for successful entry into the work force.
- Employers are finding it increasingly difficult to find qualified workers and are relocating to other states and countries where such workers are available.
- State and local economies are being depleted by increasing numbers of unskilled and unemployed people who must rely on public assistance for survival. (California Plan I, 1989)

These issues are addressed in the content and framework of the competencies for postsecondary and adult levels of the *National Career Development Guidelines: Local Handbook for Postsecondary Institutions* (NOICC 1989). Thus integrating the National Guidelines into this statewide planning effort was a logical next step.

Part Two of the California Plan was completed in March 1990. It contained implementation strategies for the policy directions identified in Part One. The strategies are organized around eleven issues that were identified by the Plan's steering committee. This committee was a comprehensive mix of counselors, teachers, and administrators from all levels of education and representatives from business, industry, and state agencies involved in career or vocational education delivery.

The executive director of the California SOICC and the project director for California's first NOICC grant to implement the Guidelines at the postsecondary level collaborated on building the Guidelines into Part Two of the Plan. The latter testified at hearings and provided written suggestions as to where the National Career Development Guidelines should be referenced in the implementation strategies to meet the goals identified under five of the eleven issues. The results are specific reference to the Guidelines as a strategy to be used for program quality and delivery, interagency linkages, articulation of program and support services, employer linkages, and student access and retention. For example, under interagency linkages, the Plan states,"Coordinate career development services at all educational levels with and among human service agencies . . . as in the National Career Development Guidelines." (California Plan II, 1990)

Part Two of the California Plan is currently being used as a reference for program development throughout the state. The requests for Guidelines *Local Handbooks* demonstrate the effect the references in the planning documents are having as local education agencies begin to follow the implementation strategies. Also, eight regional planning projects have been funded in California to pilot test the strategies outlined in the California Plan; postsecondary institutions are a required component of each regional model. The models developed by these projects will soon be disseminated to all relevant parties. Funding for these regional planning projects came from the Employment Development Department (Job Training Partnership Act funds), the California Department of Education, and the Chancellor's Office for California Community Colleges (the latter two agencies used Carl D. Perkins Vocational Education Act funds).

The California Plan is also referenced several times in the recently developed planning document submitted to the U.S. Department of Education in response to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (VATEA). The Guidelines are mentioned specifically in the guidance and counseling section of this plan for use of federal vocational education money (VATEA State Plan, 1991). Through these planning documents, the National Career Development Guidelines are becoming known and used by educators throughout the state.

A second example of comprehensive intersegmental coordination and planning that could be replicated by others is the State Advisory Committee for the National Career Development Guidelines. The California Occupational Information Coordinating Committee convened and is a member of this advisory committee. Other members represent the Chancellor's Office for California Community Colleges;

the Department of Rehabilitation; the Employment Development Department; and the California Department of Education. It also includes the California Guidelines Training Team (trained as a part of the original NOICC grant) and California's members of the National Cadre of Trainers. Each agency represented on this state planning committee outlined its Guidelines implementation plans and activities, such as the following ("Minutes," May 1991):

California Department of Education — Promote the Guidelines concepts by supporting "Futures," a series of 12 videotapes, on instructional television. Encourage the use of the Guidelines in comprehensive planning at local schools; use the Guidelines in working with the Association of Student Service Personnel on how to coordinate services to students; use the Guidelines in counselor academies and to develop articulation models; develop a handbook on the counselor's role in implementing curriculum frameworks; and use the Guidelines in district assessment.

Employment Development Department — Use the Guidelines in counselor training and advise Job Training Partnership Division, Community Based Organizations, and the Employment Training Network that the Guidelines are available.

Department of Rehabilitation — Disseminate the Guidelines to the Counselor Academy.

Chancellor's Office for California Community Colleges — Infuse the Guidelines in the career guidance standards being developed by the Advisory Committee for Career Guidance and Counseling; conduct in-house Guidelines awareness seminars and workshops; and promote the use of the Guidelines in the eight projects to implement the California Career-Vocational Education Plan being monitored by staff.

The advisory committee also recommended that the limited funds the California SOICC had available to further implement the Guidelines in California should be spent in 1991-92 to sponsor attendance of a state team at the *Career Development Leadership Institute* in San Antonio, Texas, and to sponsor training for counselor educators and other interested participants at workshops preceding or following the Western Association of Counselor Education and Supervision (WACES) conference held in San Diego in November 1991 and the California Association for Career Development (CACD) conference held in San Francisco in February 1992. These 6-hour training sessions were to be conducted by members of the National Cadre of Trainers, including at least one counselor educator.

The rationale for selecting these strategies centered on the need to inform counselor educators of the Guidelines content and to incorporate the Guidelines into pre-service education for counselors. The ultimate result of such awareness and education could provide ongoing implementation of the National Career Development Guidelines as new counselors are hired throughout the educational system and as counselor educators provide in-service programs for currently employed counselors. Master's degrees are required for community college counselors, so pre-service includes both undergraduate and graduate education; community colleges are also committed to extensive in-service training and staff development. When the SOICC-sponsored Guidelines advisory committee reconvenes, the results of the 1991-92 efforts will be evaluated and new priorities will be set for following years.

Integration into Legislative Reform

Where legislative reform is already under way, new legislation for specific state standards based on the National Career Development Guidelines may not be possible. However, integration of the Guidelines into current legislative reform may be both advantageous and achievable. Such is the case in California at the post-secondary level.

In 1986, the state legislature passed a law requiring the community colleges to implement a matriculation process. Matriculation requires the colleges to enter into a contract with students to develop individual education plans to assist them in reaching their career goals. The students agree to follow the educational plan outlined for them, after skill and ability assessments are conducted, as their part of the contract (Matriculation, 1990). With such recent and comprehensive legislation being implemented, to pursue legislation specific to the National Career Development Guidelines was not a consideration. However, it was possible to integrate the Guidelines structure into the Matriculation initiative as the goals to assist students in the areas of self-knowledge, educational and occupational exploration, and career planning were essential components of both reform efforts.

To continue coordination of this integrative effort, the administrator in the Chancellor's office who is responsible for the matriculation process and for guidance and counseling in the Student Services division, serves as liaison to the Career Guidance and Counseling Statewide Advisory Committee. This committee is associated with the Vocational Education unit and is responsible for the development of state leadership projects that lead to program improvement in vocational career development. Since the Guidelines have thus far been more associated with Vocational Education than Student Services in the community college system, the results of this collaboration should prompt more widespread understanding and use of the Guidelines in both areas.

Recent comprehensive community college educational reform legislation (Assembly Bill 1725) was based on recommendations from a review by a Master Plan Commission for postsecondary education in California, as mandated by the state legislature. The major elements of the reform legislation have now been implemented, and one of the major components of the reform is the concept of shared governance. Faculty and the local academic senates within the community college segment of postsecondary education have been given great influence over curriculum and peer evaluation. This philosophy extends to the elimination of state-issued credentials for community college faculty and the institution of local qualifications processes for hiring.

The Guidelines contain competencies that can be very helpful in determining qualifications for counseling faculty. Under a shared governance model, it is, therefore, essential that faculty in the career development areas be informed and knowledgeable about the Guidelines framework, if the Guidelines are to be implemented throughout the system. A number of awareness strategies to better inform these faculty members have been under way and will continue. Awareness of strategies to integrate the Guidelines into legislated postsecondary reform will also continue.

Integration into Accreditation and State Standards

Two examples of integrating the Guidelines into standards that postsecondary institutions use for program assessment are described here for possible replication by other postsecondary systems. First, the state-level advisory committee for the NOICC implementation grant included representatives from all state career development associations and educational segments. One recommendation they unanimously supported was the integration of the National Career Development Guidelines into accreditation standards. This influential group clearly acknowledged that accreditation standards drive local program components. A member of the advisory committee was appointed to a committee to update and revise Western Association of Schools and Colleges (WASC) standards in the counseling area. She agreed to work with the WASC committee to integrate the Guidelines concepts into the community college accreditation standards.

Second, the Statewide Advisory Committee for Career Guidance and Counseling recently identified a need for state standards for community college programs. The committee recommended a special project that has been funded to develop those standards based on the National Career Development Guidelines. To further inform the advisory committee about the Guidelines and to further integrate the Guidelines into the state standards project, the statewide advisory committee co-chair was named to the state team attending the *Career Development Leadership Institute*. Integration of the National Career Development Guidelines into written standards used system wide can be a very effective means of program improvement.

Integration into Educational Program Articulation, Including Tech Prep

The word "articulation" is used by educators to define the process whereby students in educational programs 1) move from one educational level to the next without replication of competencies achieved and 2) build on concepts learned at each level in a systematic, progressive structure. Not only is this articulation process educationally sound, it also is a type of educational reform gaining much attention. The Guidelines are based on this concept, and several examples follow as to how they may be integrated into articulation efforts.

A reference to the Guidelines was made in the California Plan for Career-Vocational Education under the issue identified as "Articulation of Program and Support Services." A reference was also made in the state implementation advisory committee section by the California Department of Education. It calls for using the Guidelines in the Counselor Academies to develop models for articulation.

Another example of integrating the Guidelines into program articulation was a workshop for all stakeholders in a discipline that was part of a model 2+2+2 (2 years high school, 2 years community college, and 2 years university) articulation program. The Guidelines were used as the means of incorporating career development competencies into 2+2+2 articulation. The 2+2+2 model projects were funded by state budget dollars from all educational segments to implement the "one system" concept emphasized in the Master Plan Review. Attending this particular workshop were educators from the community college level, as well as colleagues from secondary programs and 4-year colleges and universities. This same model program was featured during two workshop sessions at the December 1991 American Vocational Association convention in Los Angeles. It was also featured in an article published in the *Vocational Education Journal* (Stanley, Morse, and Kellett, 1992). Through such communication, a positive connection of the Guidelines to program articulation efforts will continue, and the use of the Guidelines will become more widespread.

Another current articulation effort focuses specifically on technical preparation (tech prep), which is discussed in chapter 6. Through a cooperative agreement with the California Department of Education, the competitive proposal processes to fund tech prep under the Vocational and Applied Technology Education Act (VATEA) in California will be assumed by two state agencies. The Chancellor's Office for California Community Colleges will administer and monitor local consortium projects and the efforts to provide outreach and guidance materials on the new tech prep programs. The California Department of Education will administer and monitor projects referred to in the California State Plan for VATEA as regional consortia. Regional consortia will be chosen from local consortia that compete for additional funds to move ahead further and faster than other local consortia and to do so in regard to six identified career clusters. In 1991-92, tech prep funds made available to California through VATEA totaled nearly $6 million. They should serve as a catalyst for curriculum reform in applied academics that will result in Tech Prep/Associate Degree programs throughout the state (VATEA California State Plan, 1991).

As the Request for Proposals (RFP) is developed by state staff, another reference to the National Career Development Guidelines appears. Local consortia, and subsequently those who take on the additional career cluster development as regional consortia, will be reminded in the RFP that the National Career Development Guidelines provide a framework from kindergarten through adult education for articulating career development competencies. It is anticipated that the 107 community colleges will be involved in local tech prep consortia efforts, along with feeder high schools, regional occupational centers and programs, adult school programs, and eligible proprietary schools. Such broad-based involvement should provide a major thrust for integrating the Guidelines competencies into this exciting educational reform.

Ongoing Information and Awareness Activities

Educators cannot implement any framework or reform until they have an understanding and knowledge of that effort, as well as a commitment to that change or improvement process based on its essential worth. Commitment must begin at the state level. In California that commitment began at the postsecondary level when the state Deputy Chancellor for the community college system determined that California community colleges should not be omitted from efforts to implement the National Career Development Guidelines. He directed that his agency cooperate with the California SOICC in writing a proposal for one of the first NOICC grants. (The Deputy Chancellor was serving as the SOICC chair when the first NOICC call for proposals was sent to the states.)

The original proposal contained endorsements from state legislators that furthered initial awareness of the Guidelines at the state level. The proposal was also endorsed by the Joint Advisory Policy Council (JAPC) for Vocational Education in California. Had the state only one educational agency, the endorsement would have been from the single board responsible for vocational education. Because California has two such boards (the State Board of Education and the Board of Governors for Community Colleges), the Joint Advisory Policy Council was formed to discuss and recommend vocational education policies. The JAPC is made up of the 3-member Vocational Education Committees of both Boards. The NOICC grant proposal was taken to this board and received its unanimous support. The JAPC holds open meetings that are attended by numerous vocational education principals. Thus its support generated additional state-level awareness of the Guidelines.

The California proposal to implement the Guidelines at the postsecondary/adult level received funding from NOICC for both state- and site-level implementation efforts. As mentioned earlier, the state-level advisory committee for this project was comprehensive in makeup. It provided one of the first avenues for building awareness of the Guidelines and disseminating information to members of the career development profession. All the committee members represented large segments of the profession, and all carried the Guidelines message back to their constituents.

The advisory committee determined that a series of awareness workshops needed to be conducted at the various state conferences and conventions held for career development practitioners. The committee also decided that a state brochure describing the National Career Development Guidelines implementation in California be developed so that workshop participants would leave with references for additional information and assistance.

The state brochure has been printed twice and widely disseminated; it is used alone as an information piece or as a reference distributed at awareness sessions. Entitled "Strengthening Career Development in California," the brochure suggests that readers may use the Guidelines for program quality review, staff development projects, program assessment, counselor accountability, accreditation evaluation, student outcomes, and infusing career education into the curriculum ("Strengthening," 1990).

The brochure was included in conference packets prepared for the California Vocational Education Conference, attended by approximately 1,000 educators. It also was used in awareness sessions at that conference and others, among them: meetings of the California Career Development Association and the California Career Education Association; the California Special Needs Conference; National Employment Training Conference (held in California); and conferences and workshops held for community college counseling faculty.

The effects of these awareness activities are unpredictable and often rewarding. An example of a very positive "domino" effect resulted from the break-out session given at the California Career Education Association. Scheduled at the same time as a "hot" topic on local level counseling staff cuts, the session on the Guidelines was poorly attended. However, one interested attendee was a dean from a state university. He was looking for topics for a series of satellite teleconferences he was producing as an in-service program for local Career Center personnel. The outcome of this contact was a statewide teleconference on the National Career Development Guidelines, advertised through the state university system for continuing education. Satellite downlinks were activated at the various state universities and numerous county offices of education. Thus the Guidelines were introduced to more career development professionals at all educational levels across California than could have been reached through any other method.

Two more examples reflect the continuing domino effect from the teleconference. First, when the NOICC project was completed, a report was made to the JAPC to inform the council of the project results and future plan for implementing the Guidelines in California. At the conclusion of the report, a local high school vocational education director, who was at the meeting out of interest in another topic, asked to make a comment. She explained that she had viewed the teleconference and, as a result, had written to Oregon for the *Local Handbook* for high schools. Her large district had begun the process described therein to improve its career development program. She spoke eloquently about the quality of the materials, her remarks enhanced by their spontaneous and unsolicited nature.

The second example came two years after the teleconference when the Director of the Los Angeles Unified School District called. He was seeking a state team or a member of the National Cadre of Trainers to do an all-day workshop on the Guidelines for this, the largest, school district in California. The Director said he had viewed the teleconference at the Los Angeles County Office of Education. No one from the California group was available for the date selected; so a National Cadre member from nearby Arizona was secured. (This example also serves as evidence that the network of trainers set up by NOICC works very well.)

One result of a post-conference session at the WACES conference was a plea by a participant to repeat awareness workshops at the various state conferences. This would enable additional career development educators to be informed, as many had not taken advantage of the first workshop opportunities. Thus awareness and information activities will be ongoing and will continue as long as necessary to reach all stakeholders. A session was planned for the first joint conference, arranged by the Chancellor's Office for Community Colleges, for participants from student services, transfer/general education, and vocational education. More than 1,200 participants attended, and again the domino effect could be very rewarding.

Rewards for Participants and Leaders

Involvement with the National Career Development Guidelines provides career and professional networking opportunities for those who take leadership for Guidelines activities. For example, participation on the National Cadre of Trainers expands one's networks at local, state, and national levels. Involvement with the Guidelines can be a positive professional experience because of the high quality and broad scope of this integrative project. Thus, implementation of the Guidelines can have rewarding results, not only for the many career development program participants who benefit from more comprehensive programs, but also for the professional educators who take on the leadership roles required for state and local implementation.

Summary

To recap, at the state level, a number of strategies may be needed to provide awareness and to implement the National Career Development Guidelines at the postsecondary level. In some states, more than one approach may be needed, and those presented here can be selected and modified as appropriate. The Guidelines can be a catalyst for educational reform; thus legislation may be needed to institutionalize the process and provide the funding needed for program improvement. The Guidelines can also be integrated into strategic planning and educational reform already under way; the concepts are readily accepted because they are not only educationally sound, but also represent a nationally endorsed framework for quality programs. Likewise, the Guidelines can be the basis for the development of state standards where none currently exist, or they can be integrated into existing standards.

Because all states receive federal funds through the Vocational and Applied Technology Education Act, and because the National Career Development Guidelines competencies are articulated across all educational levels, the Guidelines can become an important element of program articulation efforts such as tech prep. Given the nature of the tech prep special programs, postsecondary educational institutions must be included in program development. This offers another opportunity for state leadership to influence incorporation of the Guidelines into tech prep program development.

Finally, postsecondary educators are embracing the shared governance system of leadership, much as the business and industry communities are embracing participatory leadership. This leadership style demands a system that provides access to information for all participants in the decision making process. Thus information about the quality, scope, and potential impact of the National Career Development Guidelines strategies must be the precursor to commitment from the potential program implementors.

State leadership requires an ongoing commitment over time to provide information to all stakeholders and to evaluate the program improvement that results from implementation of the National Career Development Guidelines. Postsecondary educators and the community colleges must play an important and vital role if comprehensive career development program improvement is to move from general awareness to widespread acceptance and on to widespread practice.

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4

Using the National Career Development Guidelines in Training Career Counselors

Howard Splete

Introduction

Changes in our country's economic make-up, technology, demographics, and needs of employers and employees have made career development increasingly important, as noted by McCormac (1991). Recognizing this need to better prepare individuals to become productive members of our work force, the National Occupational Information Coordinating Committee (NOICC) began work on the National Career Development Guidelines project in 1986.

Splete and Stewart (1990) reported that the National Career Development Guidelines could provide an effective structure to ensure the development and implementation of comprehensive career development programs. In addition to proposing desired sequential competencies for our citizens, elementary school age through adult, the Guidelines also identify staff requirements and competencies needed by counselors and other career development personnel to deliver high quality programs.

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The National Career Development Guidelines make specific reference to seven staff competencies important for counselors and other career development facilitators. These competency areas focus on needed knowledge of and skills in:

1. Counseling
2. Career information
3. Individual and group assessment
4. Program management and administration
5. Program implementation
6. Consultation
7. Work with specific populations

These staff competencies relate closely to those called for by Mitchell (1975), those formulated by the National Career Development Association (1988), and those identified by Engles and Dambron (1990).

This paper presents a brief overview of various types of counselor education experiences that help counselors and counselors-in-training develop these competencies. The major emphasis is on describing approaches to pre-service counselor education. They include a comprehensive course for students in different types of counselor preparation programs, infusion into existing common core courses, infusion into specialty courses, and special summer workshops. A sample common course in career counseling and development that could be required of all master's level students is described in detail. In-service education experiences are described briefly, and the benefits of specific training in career counseling and development are discussed.

Exhibit 1 presents a detailed list of these counselor competencies, which appear in the *National Career Development Guidelines: Local Handbook for High Schools* (NOICC 1989).

Exhibit 1[1]
Staff Competencies

Counseling

Knowledge of developmental issues individuals address throughout the life span.

Knowledge of counseling and career development theories and techniques.

Knowledge of decision making and transition models.

Knowledge of role relationships to facilitate personal, family, and career development.

Knowledge of different cultures to interact effectively with all populations.

Skills to build productive relationships with counselees.

Skills to use appropriate individual and group counseling techniques to assist individuals with career decisions and career development concerns.

Skills to assist individuals in identifying influencing factors in career decision making, such as family, friends, educational opportunities, and finances.

Skills to assist individuals in changing biased attitudes that stereotype others by gender, race, age, and culture.

Skills to assist individuals in understanding the relationship between interpersonal skills and success in the workplace.

Skills to assist individuals in setting goals and identifying strategies for reaching goals.

Skills to assist individuals in continually reassessing their goals, values, interests, and career decisions.

Skills to assist individuals in preparing for multiple roles throughout their lives.

Information

Knowledge of changes taking place in the economy, society, and job market.

Knowledge of education, training, employment trends, labor market, and career resources.

Knowledge of basic concepts related to career counseling such as career development, career progression, and career patterns.

Knowledge of the changing gender roles and how these impact on work, family, and leisure.

Knowledge of employment information and career planning materials.

Knowledge of employment-related requirements such as labor laws, licensing, credentialing, and certification.

Knowledge of state and local referral services or agencies for job, financial, social, and personal service.

Knowledge of federal and state legislation that may influence career development programs.

Skills to use career development resources and techniques designed for specific groups.

Skills to use computer-based career information systems.

Individual and Group Assessment

Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values, and personalities.

Skills to identify assessment resources appropriate for specific situations and populations.

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[1] National Occupational Information Coordinating Committee. (1989). *National Career Development Guidelines: Local Handbook for High Schools.* Washington, DC: Author.

Exhibit 1 (continued)

Skills to evaluate assessment resources and techniques related so that their validity, reliability, and relationships to race, gender, age, and ethnicity can be determined.

Skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual.

Management and Administration

Knowledge of program designs that can be used in organizing career development programs.

Knowledge of needs assessment techniques and practices.

Knowledge of management concepts, leadership styles, and techniques to implement change.

Skills to assess the effectiveness of career development programs.

Skills to identify staff competencies for effective career development programs.

Skills to prepare proposals, budgets, and timelines for career development programs.

Skills to identify, develop, and use record keeping methods.

Skills to design, conduct, analyze, and report the assessment of individual and program outcomes.

Implementation

Knowledge of program adoption and planned change strategies.

Knowledge of barriers affecting the implementation of career development programs.

Skills to implement individual and group programs in a variety of areas such as assessment, decision making, job seeking, career information and career counseling.

Skills to implement public relations efforts which promote career development activities and services.

Skills to establish linkages with community-based organizations.

Consultation

Knowledge of consulting strategies and consulting models.

Skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants.

Skills to consult with influential parties such as employers, community groups and the general public.

Skills to convey program goals and achievements to legislators, professional groups, and other key leaders.

Specific Populations

Knowledge of differing cultural values and their relationship to work values.

Knowledge of unique career planning needs of minorities, women, the handicapped, and older persons.

Knowledge of alternative approaches to career planning needs for individuals with specific needs.

Skills to identify community resources and establish linkages to assist adults with specific needs.

Skills to find appropriate methods or resources to communicate with limited English proficient individuals.

Pre-Service Counselor Training

Counselor educators prepare counselors to aid students and clients in their career development. This is done through both pre-service and in-service programs. Both approaches will be discussed. However, the major impact on counselors of all types — school, agency, mental health — occurs in the master's level counselor education programs. The following comments pertain to master's level programs.

As counselor educators review the use of the National Career Development Guidelines in their programs, they need to refer to the 1988 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards document. In this document, Lifestyle and Career Development is identified as one of eight common-core areas required of all students in a master's level counseling program.

Lifestyle and Career Development is described as studies that provide an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision making; and career development program planning, resources, and evaluation.

Studies in this area would include, but not be limited to, the following:

Major career and lifestyle development theories.

Career, avocational, and educational information systems including local and national sources, print media, computer-assisted career guidance, and computer-based career information.

Major career and lifestyle counseling, guidance and education theories, and implementation models.

Life-span career development and career counseling program planning.

Changing roles of women and men as related to career development and career counseling.

Interrelationships among work, family, and leisure.

Career development and lifestyle needs and career counseling resources and techniques applicable to special populations.

Career and educational placement, follow-up, and evaluation.

Career and educational decision making theory.

Assessment instruments relevant to career planning and decision making.

Definite relationships exist between these studies and the National Career Development Guidelines. Figure 1 presents one example of these relationships.

Figure 1

Relationship of Standards of
Council for Accreditation of Counseling and
Related Educational Programs and
National Career Development Guidelines

CACREP	**National Career Development Guidelines**
Career and educational decision making theory	Knowledge of decision making and transition models
Assessment instruments relevant to career planning and decision making	Knowledge of and skills in using career development assessments

Curricular Models

The National Career Development Guidelines counselor competencies can be taught in a variety of ways. They can be presented in one common comprehensive course, for example, or infused in all courses. They can be incorporated in appropriate specialty courses or in summer workshops. The following four models can be used by themselves or in concert with the others. I will describe the first model in detail, as I believe it could have the most impact on all master's level students.

1. One Common Comprehensive Course

The National Career Development Guidelines can be used in one common course, which could be required of all master's level CACREP program counselors, regardless of their specialty. As an example, I will outline in detail a course taught at Oakland University, Counseling 640: Career Counseling and Development.

Class Objective #1: A major objective of the class is that the students have knowledge and understanding of the National Career Development Guidelines. This is accomplished through a review of the sequential model, highlighting examples of competencies and indicators in each of the three major areas. The students are then tested on this knowledge in an examination later in the course.

They are also assigned a task that provides them with experience in developing a career guidance program based on the National Career Development Guidelines. The following assignment requires students to use the Guidelines in designing one portion of a comprehensive career development program.

The **National Career Development Guidelines Program Activity Assignment** is a group project that includes a paper and class presentation. Each group will cover one level or population related to the Guidelines. These groups are: elementary school, middle/junior high school, high school, community college, 4-year university, business/industry, agency, and private practice.

Each group will prepare a paper that includes:

1. Description of
   a. need for comprehensive program
   b. philosophy for program support
   c. a comprehensive program

2. Need for the program for your level or population

3. Program description for each area, listing
   a. one competency
   b. need for this competency
   c. one activity with related indicators of achievement
   d. implementation process of activity
   e. evaluation criteria

4. Suggestions for next level's follow-up

Each group will present copies of their paper to the class and discuss its contents as they choose. Suggested time 30-35 minutes including time for questions.

Class Objective #2: A second objective of the class is that students have a knowledge and understanding of the seven recommended counselor competencies. Examples of learning activities for these competencies follow:

Competency 1, counseling, calls for knowledge of counseling and career development theories and techniques.

Figure 2

National Career Development Guidelines
Counseling Competencies

Competency 1	Learning Activity	Evaluation
Counseling		
Knowledge of career development and decision making theories	Lectures and readings on theories [Zunker (1990a), Osipow (1983), Ettinger (1991), Schlossberg (1984)]	Examination
Skills to use appropriate counseling techniques	Use of counseling skills with career client in minimum of five sessions	Session notes and 12-page case study paper

This competency is addressed through lectures and readings from Zunker's *Career Counseling — Applied Concepts of Life Planning* (1990a), and Osipow's *Theories of Career Development* (1983).

It also requires knowledge of decision making and transition models. This is presented through a review of decision making and transition models from Zunker (1990a), Module 4 of *Improved Career Decision Making in a Changing World* (Ettinger, 1991), and Schlossberg's *Counseling Adults in Transition* (1984).

Students are then quizzed on this knowledge in an examination. Counselors are also asked to develop specific skills, among them: skills to build productive relationships with counselees, skills to use appropriate individual and group counseling techniques, and skills to assist individuals in setting goals and identifying strategies for reaching them. These skills are developed in the following **Career Counseling Activity** assignment:

1. Have a minimum of five counseling sessions with a field client who volunteers to participate in reviewing his or her career goals.

2. Use resources of Oakland University's Adult Career Counseling Center, if appropriate, and administer two career assessment instruments from the following: Strong-Campbell Interest Inventory (SCII), Career Assessment Inventory (CAI), and Temperament and Values Inventory (TVI).

3. Keep notes on each session and write a 10-12 page paper elaborating on your counseling with this client. You should include in the paper:
   a. client background and presenting concern (use career counseling questionnaire)
   b. what your client expected from career counseling
   c. explanation of theory from which you conceptualized and planned your career counseling
   d. rationale for your selection of career assessment instruments
   e. your counseling techniques with rationale for their choice
   f. case summary and outcomes

4. Attach notes of counseling sessions to your final paper.

Competency 2, career information, includes knowledge of changes taking place in the economy, society, and the job market as well as knowledge of education, training, employment trends, labor market, and career resources.

Figure 3

National Career Development Guidelines
Counseling Competencies

Competency 2	**Learning Activity**	**Evaluation**
Information		
Knowledge of changes in economy, society and job market	Review of ICDM materials and "Work in the New Economy" video	Examination
	Resource speakers	
	Career resource centers	Paper report on visits
Skills to use computer-based career information systems	Use of DISCOVER for Adults in Adult Career Counseling Center — Optional: SIGI-Plus, Michigan Occupational Information System	Use of this information in self-analysis paper Use with client in career counseling

This knowledge is provided through references to Module 1 of *Improved Career Decision Making in a Changing World*, showing of the videotape "Work in the New Economy," and comments of invited resource persons, such as the SOICC Director and the state career guidance consultant. Students also are required to visit career resource centers and report on their services to the class.

The counselor competency area of information also includes skills to use computer-based career information systems. Students obtain these skills by completing the DISCOVER for Adults program in the Adult Career Counseling Center. The students also have the option of using SIGI Plus and the Michigan Occupational Information System (MOIS) on computers in the Center.

The Center is staffed by career advisors (graduate assistants in our counseling program) and provides service to community adults, as well as training and research opportunities for our students (Splete, 1991). Students in the Counseling Practicum laboratory course also are given in-service training in the use of the computer-assisted career information systems and other career resources so that they can use them when appropriate with their practicum clients.

Competency 3, individual and group assessment, calls for knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values, and personalities.

Figure 4

National Career Development Guidelines
Counseling Competencies

Competency 3	**Learning Activity**	**Evaluation**
Individual and Group Assessment		
Knowledge of assessment techniques	Lectures and review of Zunker's *Using Assessment Results in Career Counseling* (1990b) and Kapes and Mastie's *A Counselor's Guide to Career Assessment Instruments* (1988)	Examination
Skills to administer assessments	Counselors administer and interpret two assessments with client	Session notes and 10-page case study paper

This knowledge and explanation of skills is provided through an individual and class review of assessments identified by Zunker (1990b) and Kapes and Mastie (1988). A required counseling class, CNS 540: Testing and Assessment, reviews many career assessments.

As Figure 4 indicates, counselors must acquire both knowledge of individual and group assessment techniques and skills needed to administer assessments. These skills include the ability to identify assessment resources appropriate for specific situations and populations; skills to evaluate assessment resources and techniques; and skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual.

Students acquire these skills by taking the Strong-Campbell Interest Inventory, the Career Assessment Inventory (CAI), and the Temperament Values Inventory. The CAI is taken on a computer so that students obtain the experience of computer test taking. Students use their results in writing a required paper in which they analyze their own career development. In their career counseling work, they are required to give two of these assessments to clients and interpret the results.

Competency 4 is the management and administration of career development programs. Included in this area are knowledge of program designs that can be used in organizing career development programs and knowledge of needs assessment techniques and practices.

References to these points in class lectures and discussions come from the *National Career Development Guidelines: Local Handbook* and from Gysbers and Henderson (1988) as they relate the program to a school setting. Often, resource persons from vocational rehabilitation and Job Training Partnership Act agencies, correctional institutions, and schools speak to the class regarding their programs.

Figure 5

National Career Development Guidelines
Counseling Competencies

Competency 4	**Learning Activity**	**Evaluation**
Management and Administration of Programs		
Knowledge of program designs	Class lectures and references to *National Career Development Guidelines Local Handbook* (1989) and to Gysbers and Henderson's *Developing and Managing Your School Guidance Program* (1988)	Examination and group assignment on program components
Competency 5		
Implementation of Programs		
Knowledge of program adoption strategies	Discussions of *Guidelines Local Handbook* (1989) and Gysbers and Henderson (1988) Resource speakers	Examination

Competency 5, implementation of career development programs, requires knowledge of program adoption and planned change strategies and knowledge of barriers affecting the implementation of career development programs. These competencies are referred to in discussions of the *National Career Development Guidelines: Local Handbook* (1989) and Gysbers and Henderson (1988). Resource speakers, as previously mentioned, also provide personal illustrations. An optional student assignment is to visit schools or agencies and report on how their programs are planned, managed, implemented, and evaluated.

Competency 6, consultation, includes knowledge of consulting strategies and consulting models and skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants.

Figure 6

National Career Development Guidelines
Counseling Competencies

Competency 6	**Learning Activity**	**Evaluation**
Consultation		
Knowledge of consulting strategies	Class discussion of school programs involving staff members	Examination
Skills to influence others	Class discussion of presentations and possible community contacts	Examination

These points are covered primarily in class discussions as they relate to school counselors working with their staff in setting up comprehensive K-12 career development programs and as these programs include group and classroom activities. Another class, CNS 571: Consultation in the Schools, is required of school counselors in training.

Another competency in consultation calls for skills to consult with influential parties, such as employers, community groups, and the general public. Class discussions focus on counselors speaking to or writing to these groups. Presentations to school boards on career development programs and needs are reviewed. Students are encouraged to have more community contact by taking optional classes such as CNS 567: Educators in Industry, which provides field experiences in meeting with business personnel and visiting work settings. They are also encouraged to do informational interviews with various persons in the general public.

Competency 7, work with specific populations, includes knowledge of differing cultural values and their relationship to work values. After reviewing a videotape entitled *Voices* (1990), students are encouraged to review their own cultural values and share them with each other. They are asked to identify and report on these in their self-analysis papers.

Figure 7

National Career Development Guidelines
Counseling Competencies

Competency 7	**Learning Activity**	**Evaluation**
Specific Populations		
Knowledge of differing cultural values *re*: work values	*Voices* videotape (1990)	Examination
	Small group discussions	Participation
Knowledge of unique needs of women	Review of Zunker's text (1990a)	Examination
	Resource speakers	

2. Specialty Courses

Specialty courses in school, mental health, and community agency counseling should include career counseling information and techniques. For example, a specialized course in Family and Couple Counseling could include recognition of the unique career planning needs of women and men as related to dual careers.

Another — and very important — specialty is the training of school counselors. Perhaps the most significant impact of the National Career Development Guidelines could occur through the efforts of school counselors. The American School Counselor Association (ASCA) position paper, "The School Counselor and Career Guidance," emphasizes, "The school counselor, as a career guidance professional, is the person to assume leadership in the implementation of career development outcomes" and states, "Career Guidance is a delivery system which systematically helps students reach the career development outcomes of self awareness and assessment, career awareness and exploration, career decision making, career planning and placement. It has consistently been seen as a high priority needed by youth, their parents, school boards, the private sector, and the general public."

In the course or courses required of school counselors, the National Career Development Guidelines model should be described as it relates to the three major areas of school counseling programs. The Guidelines are directly related to facilitating students' knowledge of self and others, their educational and vocational development, and career planning and exploration (Gysbers and Henderson, 1988). As requirements in this course, counselors need to plan a comprehensive K-12 school counseling program that includes appropriate curriculum activities at each level. Excellent illustrations of these programs can be found in the Neptune New Jersey model (1991) and the Wisconsin models, developed by Rogala, Lambert, and Verhage (1991).

3. Summer Workshops

Summer school classes, workshops, and institutes provide flexibility in setting and activities related to career counseling. Gilbertson (1990) has devised an excellent training program for counselors to better understand and use career information delivery systems with their students. This University of Wisconsin-Stout program is held over weekends at a summer camp.

Programs that put education personnel in contact with business and industry representatives and sites are often held in an institute format. Counseling students visit business and industry sites and discuss employment preparation and opportunities with business leaders in institutes such as those held at Colorado State University and Oakland University.

4. Infusion in All Courses

I believe that career counseling competencies can be infused in *all* program classes including Introduction to Counseling, Testing and Assessment, Group Counseling, and Counseling Practicum. For example, career assessments can be highlighted in the Testing and Assessment class, and Practicum students can work with clients who have career concerns.

In-Service Training

Training of counselors doesn't begin and end with a master's degree in counseling. Goodman (1991) speaks of the need for periodic career development check-ups for our citizens (similar to the dental care model). This is also true for counselors, who need to upgrade their career development knowledge and continually sharpen their counseling skills.

Upon graduation, counselors should be encouraged to continually upgrade themselves by:

- Joining national professional organizations, such as the American Counseling Association and the National Career Development Association, as well as state and local associations. They should also be encouraged to attend and present papers at conferences and workshops held by these associations.

- Gaining additional credentials and licensure, by taking the National Board for Certified Counselors examination and obtaining certification as a nationally certified career counselor.
- Attending educational professional development academies, institutes, and seminars, as sponsored by colleges and state departments of education.
- Expanding knowledge of working with many populations; for example, they could attend Employee Career Development training focused on helping adult workers in transition.
- Obtaining field experience and increasing contacts with business and industry through participation in business-education seminars and workshops and Educators in Industry programs.
- Continuing in professional education programs, such as taking additional specialty courses in career counseling or working toward a specialist or doctoral degree with an emphasis in career development.

Benefits and Outcomes

Based on my experience, I believe that counselor educators stand to gain from using the National Career Development Guidelines in their training programs. Some of the benefits of using the Guidelines in counselor education are noted below.

For counselor educators, the Guidelines provide a common model and vocabulary that can be useful in the discussion of career development counseling. This is especially important at the national level, such as at Association for Counselor Education and Supervision (ACES) conferences, and at regional, state, and local meetings. The National Career Development Guidelines also clarify the relationship of career development to all phases of counseling, especially because the Guidelines follow a developmental and sequential pattern throughout life stages.

The Guidelines provide a structure for teaching career development counseling. How this structure can be used is illustrated in the common core class described earlier in this chapter. The Guidelines provide counselor educators with descriptions of information and skills students in practicum and internship settings can use in actual counseling sessions. They also offer counselor educators a resource to use in increasing their students' understanding of the skills, information, and knowledge needed to become a competent career counselor.

As students graduate and start practice as counselors, I would expect to see at least five positive outcomes of their training. One would be an increased emphasis on career development counseling in the profession and in the specialty counseling areas. A second benefit would be increased awareness on the part of the public as to the importance of career development and career counseling programs for themselves individually and for the nation as a whole.

Third, I would expect to see more collaboration between school levels and agencies as counselors implement truly sequential, comprehensive career development programs serving all ages, from kindergarten through adulthood. Fourth, there would be more widespread and better use of career information resources, such as computer-assisted career guidance programs. Fifth, more appropriate attention and resources would be provided to work with specific populations.

Conclusion

The use of the National Career Development Guidelines in counselor education programs can significantly impact the students in those programs. With increased understanding of the needed counseling competencies and increased skills and knowledge, the students will be better prepared for career counseling and for implementing comprehensive career development programs. For the benefit of our society, counselor educators must prepare their students to be *effective* career counselors.

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5

Canadian Model for Training Career Counselors

D. Stuart Conger

Situation

Counselor training in Canada is modeled after the typical system in place at most universities in the United States. Departments of educational psychology, counseling, or psychology offer one or two courses in career counseling and development at the graduate level, with few undergraduate courses available. No courses deal fully with occupational and labor market information. Generally, however, more emphasis on career counseling and labor market information is provided by French-speaking universities.

The Canadian Guidance and Counselling Foundation regrets the lack of adequate training in career counseling at Canadian universities. On the other hand, the Foundation greatly values the skills and knowledge that university professors in Canada bring to creating new methods of career counseling. It has been our experience that universities are the best-equipped institutions to engage in this form of social invention, and we have been pleased to contribute in excess of $5 million (US$4.6 million) to universities to create new methods of career counseling.

No Canadian province, with the exception of Québec, has licensing for school counselors, and no province has licensing for other types of counselors, except for psychologists. Because Canada has no national office or department of education,

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each of the ten provinces and the two northern territories establishes its own policies and guidelines relevant to career counseling in schools. Most provincial departments of education leave the matter of qualifications of counselors to local school boards (except for the requirement that the counselor be a qualified teacher). The emphasis to be placed on counseling (i.e., counselor-student ratio, teaching loads of counselors, job descriptions, and scope of responsibility of counselors) is also left to the boards. As a result, there are few province-wide standards and each school jurisdiction sets its own standards.

It is estimated that more than 100,000 counseling practitioners are working in some 30,000 points of service in Canada. These services include schools, social agencies, correctional programs, companies, government agencies, and rehabilitation programs that are providing some form of career counseling to their clients. The average counselor within these settings does not have the equivalent of one full course relevant to career counseling or development, mostly because such courses are not available. They do, however, realize that they require greater knowledge and skills, and many of them are prepared to engage in a study program, if one were available.

Approximately 20 percent of these counselors now belong to a recognized professional association such as school, college, or rehabilitation counselors' associations. These organizations do not involve registration or certification (with the exception of school counselors in the province of Québec and of the Canadian Association of Rehabilitation Personnel, which is now introducing certification). The remaining 80 percent of counselors belong either to no professional association or to one that is essentially unrelated to counseling.

All levels of government are becoming increasingly enthusiastic about brokering or contracting out counseling services. On the other hand, community agencies that provide career counseling, in addition to other services, typically have no staff member who has relevant training, belongs to an appropriate professional organization, or reads professional career development literature (Hickling, 1990).

Federal Influence

The government of Canada has long lamented the inadequacies of career counseling services provided in schools and elsewhere, but has felt largely powerless to improve the situation. It has, however, upgraded the training of counselors in the national employment service and produced career counseling materials for possible use in schools and other agencies. It was in this context that the Canada Employment and Immigration Commission undertook the original development of CHOICES – the computer program to help with occupational and educational exploration and decision making. CHOICES is but one of a dozen career counseling projects invented by the Canadian government.

In 1974 the Canada Employment and Immigration Commission started a trend in Canadian education towards curriculum-based career development — through the preparation of a career planning and job search course intended for youth enrolled in the adult retraining program. The course, *Creating a Career*, (Davison and Tippett, 1977) was subsequently adopted or adapted by one half of the ten provinces for use in school-based courses in career planning.

Since that time one province (Québec) has introduced a curriculum-based program throughout the five years of secondary school. Other provinces, (e.g. Alberta) have introduced a one semester course, at about grade 11, on Career and Life Management (Bessert, Crozier, and Violato, 1988) that covers self-management, well-being, relationships, career planning, and independent living. In every case the curricula were put in place and made compulsory, but very little in-service training was provided to teachers required to teach the courses. For the most part, the teachers of these courses are not counselors, but rather regular subject matter teachers. When faced with the prospect of conducting such a course, teachers have generally been unable to find training that would meet their need.

Unquestionably the largest and most sophisticated program to upgrade practicing career counselors was instituted by the Canada Employment and Immigration Commission when, in 1980, it adopted a policy on employment counseling. The policy stated that every client of the employment service who wanted and needed employment counseling would be able to get it from a competent counselor. It was recognized that implementing this policy would require providing an extensive in-service counselor training program for approximately 3,500 employment counselors. At the urging of the union that represented employment counselors, a competency-based employment counselor training program was then developed for use in the Canada Employment and Immigration Commission. The program comprises six courses:

- client assessment and goal setting (Patsula, 1985)
- individual employment counseling (Bezanson et al, 1985)
- enhanced individual employment counseling (Peavy, 1990)
- group employment counseling (Amundson, et al, 1989)
- career counseling (Thomas, 1982)
- using tests in employment counseling (Bezanson and Monsebraaten, 1984).

Each course requires a counselor to read a textbook (usually from 300 to 600 pages), pass a written examination on the contents of the text, participate in a 10-day intensive workshop on the skills involved in that particular subject, and subsequently submit a tape recording of an interview with a client. The tape recording is then "scored" for its demonstration of the skills of the course. On passing the written and performance tests, the counselor receives a certificate — and the right to take another course. Over the past decade almost 10,000 such courses have been successfully completed. More than 2,500 counselors have completed at least three courses, and 800 have completed four — with this number increasing rapidly. A number of universities recognize these courses for academic credit.

This program is considered to be one of "distance education" because the study of the textbook is done individually during working time. In some cases a counselor may get some telephone coaching by a regional counseling consultant as the counselor works through the textbook. The remainder of each course is conducted in a group setting. The general success of the competency-based training program in employment counseling prompted the Canada Employment and Immigration Commission to believe that counselors in educational and social organizations might appreciate an opportunity to receive similar training. As a result, the Canada Employment and Immigration Commission approached the Canadian Guidance and Counselling Foundation to develop the foundations for a national training program for career counseling practitioners.

Issues Leading to the Program

A number of reasons have prompted the support at this time for a national career counseling training program. I have already suggested that it was primarily labor market authorities who recognized that greater emphasis needed to be given to career counseling. Other reasons for the development of a universal career counseling program are not unique to Canada, although they may have a special application there. One of the issues is **demographics**. Canada has a very low birth rate (below replacement levels), and the number of youth entering the labor force now is one third fewer than a decade ago. Therefore we will be facing a shortage of young workers and cannot afford for any of them to waste their talents by not fully developing their skills.

A second and related factor is the **globalization of economic competition**. Canadian workers, as Canadian businesses, are in competition with their counterparts in the USA, in Europe, and in the Pacific rim. If the USA and Canada enter into a free trade agreement with Mexico, then our workers will be in stronger competition with Mexican workers, too. The competition is not just for manufacturing jobs, but also for highly skilled knowledge workers. Therefore we must cultivate the talents of youth who will be entering the labor market in the next few years as well as young adults who are currently floundering in the work force. Governments concerned with these problems recognize the need to promote a learning culture as a means of promoting the continual upgrading of the skills of the working population. A "learning culture" is best defined as a "career development culture" because the latter term has more personal meaning to the population and suggests clear, personally meaningful objectives. The formulation of a career development culture also implies the intelligent and widespread use of career counseling.

A third reason for providing a continuing education program for career counselors may be found in the increasing **pressures for accountability** of our social institutions. One of the relevant measures of accountability has to do with the training and level of skills of staff providing services. Another issue that prompted support for the counselor training program is the enormously **increasing costs of welfare**. Governments in Canada, as well as other countries, are feeling the burden of the number of people who live on income support programs (unemployment insurance, social assistance, disability pensions, etc.). It is necessary to act humanely and positively in assisting these people to take their rightful place in the active workforce — *and career counseling can help.*

It is interesting to note that in Europe, as it moves to economic and political integration, there is a move to globalize counselor training, possibly outside the university system. The European Community has studied career counseling of youth in several countries and is determined to create a career counseling process that is distinctively European. The European Centre for the Development of Vocational Training (CEDEFOP) is currently sponsoring a study of the tasks that career counselors perform in each of the Community's countries, with the intention of recommending a uniform minimum level of training for career counselors in Europe. It is also interesting to note that these initiatives stem from the authority responsible for the rationalization of vocational training in Europe. (Hopefully career counseling will have its own agency and not need the support of vocational training agencies.) The United Kingdom, which is a member of the European Community, has also undertaken a national study to identify the tasks that career counselors perform in Britain, and a number of important initiatives are afoot to provide training for post-graduate diplomas in career guidance and counseling. The support of the Canada Employment and Immigration Commission for a similar approach in Canada suggests that governments may feel that the teaching of career counseling is not a subject that can be properly left entirely to the universities.

New Developments in Career Counseling

In 1989 the Canada Employment and Immigration Commission committed itself to providing up to $7,424,000 (US$6.3 million) over three years to the Canadian Guidance and Counselling Foundation to improve the methods of career counseling and the training of counselors providing it. This program (Creation and Mobilization of Counselling Resources for Youth - CAMCRY) involves 18 Canadian universities and colleges. Each of these institutions has secured financial and other resources from organizations including provincial governments, companies, counselors' associations, and unions. Together these partners more than match the contributions made through the Foundation. As a result, some $16,300,000 (US$ 13.8 million) in research and development funds is being spent in Canada towards the development of:

Some 30 individual projects to develop new methods of career counseling; these new methods include career counseling with:

- learning disabled youth
- depressed and other at-risk populations
- people who drift between and among training programs and employment
- girls and young women
- racial minorities
- offenders, etc.

The projects involve a range of media including teleconferences, computers, videodiscs, and individual and group counseling.

Five projects to develop new career counseling processes for eventual inclusion in career counselor training programs.

Three full courses: one on career counseling from a "constructivist meaning-making" perspective; one of planning a counseling program for a school or other agency; and the third based upon the counseling competencies that will be required to implement the newly developed methods of career counseling.

As a result of providing some $5 million (US$ 4.6 million) in financial contributions to Canadian universities for research and development in career counseling, some participating universities have formally established centers for the advanced development of career counseling. We are, indeed, very supportive of these projects continuing. Laval University, for example, has established a Research Centre on Social-Vocational Integration and Career Counselling, which has some 40 professors and other highly qualified research personnel attached to it. This center was established with funding provided by the Foundation and other resources provided by the university. Presently across the country more than 140 professors and researchers, who were not active in the field two years ago, are doing research and development in career counseling. Thus we are also increasing the professionalism in career counseling among the faculties of a number of universities.

Distance Training of Career Counselors

A very significant aspect of the planned Canadian counselor training program is the fact that it will be offered outside of the university delivery system but still lead to formal recognition. University academic credits may be available under some circumstances — and we encourage that, but the program will carry its own credentials. This does not imply lack of respect for the higher education system. Rather, it represents a need for an open higher education learning system that can operate on a national basis.

The Canadian Guidance and Counselling Foundation aspires to begin the national training program in career counseling in the autumn of 1993. We are planning for the enrollment of up to 20,000 counselors in this continuing education program per year. We want the training to be available in any community where a dozen counselors are prepared to study together - *or even where only one person registers.*

To accomplish such a goal, we are planning the extensive use of distance education technology. To this end, the Foundation is approaching provincial educational television networks and already has an understanding with TVOntario, the public television network in our most populous province. The network will support each course by providing at least two broadcasts per week per course.

The broadcasts will serve five audiences:

1. **Counselors who are following the courses.** The broadcasts will not be "instructional," but they will explain certain aspects of counseling. Through dramatizations, they will indicate the integration of theory, personality, life reality, and counseling techniques.

2. **School principals, agency managers, and other supervisors of counseling.** They will follow the broadcasts to gain a better understanding of the function for which they are administratively responsible.

3. **Professionals (teachers, social workers, etc.) who normally refer their students or clients to career counselors.** They will follow the courses in order to make better and more effective referrals of the students and clients.

4. **Students and other citizens who may be thinking of asking for counseling.** Many of these may be afraid to ask for counseling because of baseless apprehensions about it. The broadcast will demonstrate the typical roles of client and counselor.

5. **All viewers** who are interested in their own career development. They will learn ways of thinking and acting that would aid them in their own management of their careers. In this way it would foster a career development culture in Canada.

An important portion of the substantive parts of the training program will, however, also be provided to the 20,000 participating counselors per year by other forms of distance education including:

- printed material
- teleconferences between students and tutors
- intensive workshops provided by specially trained counseling professionals
- videotaped presentations
- computer programs
- videoconferences

Training in counseling does require face-to-face coaching, including role playing and other interpersonal exercises. Typically this is done in intensive workshops of 12 to 15 students and 2 instructors. We plan to do this. In addition, we plan to experiment with videoconferencing. In this case, we plan to employ videophones, digitizing camcorders, or other equipment for face-to-face communication between instructors and even other students in remote locations. If the experiment is successful, videoconferencing may enable us to save the costs of travel for instructors or participants in the intensive face-to-face part of the courses.

Organization of the Training Program

To recruit as many as 20,000 counselors into the program per year, we plan to develop a "self-operating" organizer's package that one or more counselors in a small community can use to persuade counselors in the area to enroll in a course. The kit will contain all the instructions and materials on how to recruit and register students in the program. In addition there will be supportive advertising in the appropriate media (we will also count on the educational networks to provide some of this).

The local organizer may be an active member of a counselors' association or simply a counselor in an agency. The identification of such people will be made through phone calls, but one-day district workshops will be conducted to help prepare them for their task. The local organizer will not be compensated for his/her voluntary leadership.

Regional professors of counseling and expert career counselors in each district will be trained to be instructors in the intensive workshop portion of the courses, whether conducted in face to face situations or via videoconferencing.

The training provided by this means is not intended to serve as the sole means of qualifying counselors. It is strongly hoped that postsecondary educational institutions will increase their offerings relevant to career counseling.

As a further step to achieve our objective of improving career counseling for youth, the Canadian Guidance and Counselling Foundation will set minimum national standards for career counselors and will provide them with a professional designation, such as Registered Career Counsellor. This will provide employers of counselors with a standard for their counselors — and an assurance that the career counseling they are providing is of a quality level.

Such a standard for counselors may be found in the National Career Counselor Credential established by the National Board for Certified Counselors (NBCC) in the United States. The NBCC has been approached about adapting its standards for

Canada and has approved the idea in principle. Discussions will soon commence with them to formulate the appropriate steps. We will most certainly want the measured competencies to include those that will have been created as a part of the Creation and Mobilization of Counselling Resources for Youth program. It will be necessary to do some norming of the revised tests in Canada.

We do not claim that the three courses that are being created are sufficient to meet all of the criteria for a competent career counselor. It will be necessary to make a more comprehensive training program available to counselors as soon as we get the three up and running. A full program of studies will soon be formulated to meet the requirements of career counseling practitioners and to prepare them for the registration examinations.

In addition to taking courses, it is necessary to have professionally supervised experience. Professional supervision for career counseling practitioners is seriously lacking in Canada. The average point of service has three counselors, and in many instances the supervisor has no more (and sometimes less) training in counseling than the counselors. We hope to overcome this situation through the development of a monitoring process that will be taught to both the counselors and their supervisors in order to provide the professional supervision. We believe that this new project will enhance the supervisor-counselor coaching relationship — as well as the "self-mentoring" and self-monitoring of counselors.

Outcomes and Benefits

For clients, the benefits of the universal training program will include competent and relevant assistance in their career development. Thus more clients will be able to prepare for and to succeed in their work and careers. Whether clients live in rural and remote locations or in a large metropolitan area, they will get the same level of career counseling. It also means that the welfare client, the rehabilitant, the student, the person re-entering the labor market may all expect the same minimum level of competence in their career counselors.

Career counseling is an interactive process that calls for both the counselors and clients to perform certain tasks. For example, Patsula (1985) listed ten tasks to be accomplished by the client. One of these is to obtain clarity as to the purpose of the interview. In doing so, clients will arrive at sufficient consistency between their own expectations and the expectations of the counselor concerning the purpose of the counseling. This then will lead clients to commit their own efforts to arriving at a mutually agreed-upon counseling goal or action plan.

Inadequately trained counselors have not always been clear on this division of labor in counseling. As counselors gain clarity on the two roles, clients will have to do their own "work" in counseling. All counselors will be able to detect the signs of resistance, reluctance, and other defenses and be able to deal with them. Counselors will accept fewer excuses and have fewer nonproductive interviews; clients will be "accountable" for doing their part in their own career development. Clients will also receive help in making educational, occupational, and labor market information personally meaningful. It is important to be able to portray this information in a way in which people can personally relate to it.

For counselors, the first outcome will be a feeling of relief that, finally, they are going to have the opportunity to get the training they know they need. At the same time they will feel some anxiety that they may not succeed in the training. A third reaction will be the satisfaction of being recognized as providing an important service. In addition to these reactions, counselors will experience a number of other benefits: they will contact counselors from other agencies and consequently be more effective in making referrals to them; they will learn the same "language" of counseling and be able to discuss mutual clients in more meaningful ways; and they will also earn certain credentials that will provide them with career mobility. Above all, the counselors will be more competent and will see their clients benefitting from their greater skills.

For schools and agencies, perhaps the most significant outcome will be their ability to respond openly and positively to the mounting pressures for accountability in counseling. The agency managers, knowing that there are standards for career counselors and that their staff can qualify, will be able to give assurances of competence and effectiveness. At the same time, agencies may have to budget for the continuing education of their counselors. Agencies will also feel that they can require their clients to take greater responsibility for their own progress in counseling.

Conclusion

Canada is in the process of a very large scale program of inventing new methods of career counseling. It is planning a massive professional continuing education program for career counseling practitioners. The training program is intended for the 100,000 counseling practitioners in Canada who do career counseling. One innovative feature of the program is that it will be based on the new conceptualizations of career counseling that will derive from the research projects. Another is the fact that it will be delivered by distance learning technology outside of the university system. It will, however, carry its own credentialing system. The training program will be designed as a part of a mass movement to improve career counseling and to establish a career development culture throughout the country.

As a result of the total program, it is expected that clients, wherever they are in Canada, will receive effective career counseling; that counselors will be better qualified and more confident; that the country will have a labor force that will be more self-directed, more competitive, and more productive; and that the country will have a sounder social structure and economic base.

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6

Tech Prep and Education Reform: Opportunities for Career Counseling

Winifred I. Warnat

Tech prep education is one of the most significant innovations in the education reform movement. By formally linking secondary and postsecondary curricula, it provides the basis for major structural change in the educating process. Tech prep is an alternative to the college prep course of study. It guarantees the student an uninterrupted progression from high school through two years of postsecondary occupational education. Tech prep prepares the student for a highly skilled technical career that allows for either entry into the workplace as a qualified technician or continuation with further education leading to baccalaureate and advanced degrees. It is a new pathway for students that keeps options open. Career counseling is crucial to guiding students to discover and to move along and beyond this pathway.

The New Perkins Act

The development of tech prep programs throughout the nation was given impetus by the enactment of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Perkins). Tech prep education is a cornerstone of the new Law. Under Perkins, all states receive an allocation to implement tech prep.

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Tech Prep Defined. The Law delineates the type of tech prep program to be developed. The 2+2 approach specified entails a 4-year planned sequence of study that encompasses the last two years of high school and first two years of occupationally specific postsecondary education or apprenticeship leading to an associate degree or certificate. The tech prep program must be planned and implemented through a consortium of representatives of local education agencies (LEA) and postsecondary institutions that offer 2-year associate degrees or certificates.

A Perkins-supported tech prep education program must have seven elements:

1. An articulation agreement between consortium participants;
2. A 2+2 design with a common core of proficiency in math, science, communication, and technology;
3. A specifically developed tech prep curriculum appropriate to the needs of consortium participants;
4. Joint in-service training of instructors to effectively implement the tech prep curriculum;
5. Training programs for counselors to recruit students and to ensure program completion and subsequent appropriate employment;
6. Equal access of special populations to the full range of tech prep programs; and
7. Preparatory services such as recruitment, career and personal counseling, and occupational assessment.

The Law encourages priority consideration be given to tech prep programs that:

- Offer effective employment placement
- Transfer to 4-year baccalaureate programs
- Are developed in consultation with business, industry, and labor
- Address dropout prevention and re-entry and the needs of special populations

In examining the criteria for tech prep put forth in Perkins, the significant role of career counseling is evident. Training is to be provided to give counselors the additional tools they need to stimulate student participation and success. The assurance that equal access is provided to special populations rests largely with the counselors. Counselors are also instrumental in seeing to it that the preparatory services many students will need are available. Perkins recognizes the significant role career guidance plays in determining the effectiveness of tech prep education. It also provides career guidance a unique opportunity as a major force in this particular education reform effort.

Observations. Even though the first year of funding is not yet over, a number of observations regarding implementation can be made. For most states, the first year has been a planning period. A few are already implementing tech prep programs. According to a study by the National Center for Research in Vocational Education (NCRVE) (Bragg,1992), most states are building their programs on related past experience. For example, 21 states had prior experience with articulation agreements, at least 11 had operated 2+2 type programs, and 9 had some tech prep experience. It is also worth noting that at least six states have involved Job Training Partnership Act programs. Where apprenticeship is concerned, at this stage of development, the linkage to tech prep programs is minimal.

A number of implementation concerns have already surfaced:

1. Too narrowly defining the composition of consortia — "Buy-in" into the tech prep program begins with the consortium. Therefore, it is important that the membership reflect the key aspects of the program. In addition to the local education agencies and postsecondary institutions, the participation of all key players including counselors, employers, and baccalaureate granting institutions is encouraged.

2. No allowance for pre-tech prep preparation — Earlier preparation that goes beyond the preparatory services offered through Perkins is needed for many students to qualify for entry into tech prep programs. States are being encouraged to use Basic State Grant funds to prepare students in the earlier grades. Already some have made state and local funds available.

3. A form of exclusivity in tech prep programs that inhibits the access and participation of disadvantaged, at-risk students — The tech prep program is open to all students. Even so, the participation of students with special needs should be stimulated. Much rests with the counselor in the recruitment effort and in the provision of preparatory services.

4. Superficial articulation agreements — The tech prep program is not automatically established by an articulation agreement. The success of a program relies on a strong, participative, and ongoing relationship of mutual benefit and interdependency between both secondary and postsecondary players from initial planning through placement.

5. Inadequately designed tech prep curriculum — The tech prep curriculum is not merely a conglomeration of courses. It is carefully and jointly planned with each course tailored to the specific program of study. It is the epitome of academic and technical curriculum integration.

6. Nominal involvement of employers — Essential to the success of tech prep is its connection to employers. Employers should be involved in the consortium, curriculum development, provision of work experience, and ultimate hiring of the tech prep completer.

7. Lack of involvement of higher education — The 4-year and advanced degree institutions also have a role to play. They serve tech prep in two ways: in the provision of in-service training for both tech prep instructors and counselors and in building the 2+2+2 option for tech prep students.

The tech prep program demands extensive counselor involvement in all aspects of the program. All seven concerns relate in some way to services provided by the counselors.

Federal Action

The U.S. Department of Education is taking an active stance in its support for tech prep education. A tech prep team has been formed within the Office of Vocational and Adult Education to provide technical assistance to the states. Our guidance and counseling specialist is a key member of the team. At the urging of the states, the team conducted a workshop for state coordinators of tech prep. One outcome of the meeting was the beginning formation of a tech prep communication network of state coordinators. A discretionary grants program focusing on tech prep demonstration models is under way. The U.S. Department of Labor also is currently supporting a number of tech prep projects. NCRVE is holding a series of teleconferences on tech prep. The first was held in October 1991 and included more than 600 satellite downlinks nationwide. In addition, the NCRVE is conducting a number of research projects on tech prep education, and the Department of Education is conducting a major evaluation of tech prep implementation.

Programs that Work

As tech prep education evolves, a profusion of quality programs will emerge. Among those already operating, a strong counseling component is evident. In 1991 and 1992, the U.S. Department of Education recognized two such programs:

The Partnership for Academic and Career Education (PACE) in South Carolina. The purpose of PACE is to prepare students for careers in mid-level technologies beginning in the 9th grade and ending with the completion of a postsecondary certificate, diploma, or associate degree. PACE, located in Pendleton, South Carolina, was established to provide students a seamless pathway between the secondary and postsecondary levels of education. Tri-County Technical College's "Tech Prep-

PREParation for TECHnologies" program is coordinated by PACE, a business/ education partnership. PACE was established in response to concerns of local business and education leaders that too many students were dropping out of area high schools or graduating without adequate preparation for postsecondary education or employment. PACE partners include seven school districts in three counties, the National Dropout Prevention Center at Clemson University, local businesses and industries, the Anderson County Business & Education Partnership, The Career Center, and Tri-County Technical College. Tech prep links high school and 2-year college programs to provide academic and vocational preparation for careers in industrial/engineering technology, business, health, and public service fields. The PACE program uses an individualized approach and works with each district to restructure curriculum options.

Counselors are involved throughout the program. The PACE organization includes a counseling committee comprising Tri-County Technical College counselors and middle, junior high, high school, and career center counselors representing the seven school districts. A counselor-industry liaison is part of the administrative staff for the PACE Coordinating Committee. The primary function of counselors involved in the tech prep program is to help students position themselves to take advantage of post-school opportunities. Employer participation in PACE has enabled the development of networks, mechanisms, and materials to facilitate the tripartite linkage between secondary and postsecondary education and employers.

Portland Area Vocational Technical Education Consortium (PAVTEC) in Oregon. The purpose of PAVTEC is to implement a regional tech prep program, using a comprehensive approach, across all major professional and technical areas. The consortium unites Portland Community College and 12 school districts, including 26 high schools within five counties, into a working partnership. The partnership also includes private industry, labor, and other educational organizations including: Business Compact of Washington County; International Business Machines (IBM); Northwest Regional Educational Laboratory; Oregon State University; Oregon Bureau of Labor and Industries; and the State Advisory Council for Career and Vocational Education. The urban, suburban, and rural communities involved create a unique model for the PAVTEC tech prep initiative. In addition to regular participation in strategic planning and in curriculum development and revision, industry has provided summer internships for vocational-technical teachers, counselors, students, and administrators in PAVTEC. During the school year, structured work experience sites are provided students through cooperative education.

Counseling is an important component. Beginning in the student's sophomore year, counselors are actively involved in guiding students into the tech prep program. They work with individual students throughout the program from assessment through placement. The students served through PAVTEC are better prepared through both applied academics and technical courses within specific certificate and degree programs.

The "Three Rs" for Counselors

All counselors involved with career guidance and placement should be aware of and understand tech prep education. Tech prep draws on three key areas of responsibility that define the counselor's role:

- **Recruitment** — Tech prep is a program of study available to all students, including college prep, vocational, and especially general. It is open to youth who are disadvantaged, minority, limited English proficient, disabled, or dropouts. It is for both male and female youth interested in pursuing technical careers. The counselor is central to making students aware of all the options and opportunities available through the tech prep program.

- **Retention** — Once accepted into tech prep, many students have other problems that may interfere with their performance and progress in the program. Support services must be readily available to ensure students' participation. The midpoint of the tech prep program, the transition from the secondary phase to the postsecondary phase, may need special attention. The counselor is key to seeing that appropriate services, including personal guidance, are provided to secure retention.

- **Results** — The ultimate success of tech prep will be determined by its results. Primary factors on which results will be based include 1) successful placement in a technical occupation, 2) successful transfer to a technical baccalaureate degree program, and 3) satisfaction of the program completer, the employer, and the university recruiter. The counselor as liaison, facilitator, networker, ombudsman lays the groundwork for these desirable outcomes.

Challenges for Counselors

Tech prep is an exciting program that provides counselors many challenges. Among them are the following seven:

1. **Public Awareness/Marketing.** Tech prep is new. Parents, employers, and colleagues need to be informed about it. Students need to be "turned on" by it. Information needs to be available that sparks interest and support.

2. **Professional Development.** Training is an essential component of quality tech prep. Both secondary and postsecondary instructors and counselors of tech prep need in-service training on how it works and how to make it work. For some of that training they need to be together.

3. **Communication.** Tech prep requires coordination, cooperation, and collaboration with all key players. It involves breaking down the traditional barriers between levels of education, between academic and occupational education, and between education and employers.

4. **Curriculum Development.** Tech prep education demands a new curriculum that highlights integration between secondary and postsecondary education and between academic and vocational-technical education. Tech prep curriculum is developed through teamwork.

5. **Pre Tech Prep Prep.** Students need to begin preparation for tech prep long before the 11th grade, when the program begins. As early as middle and junior high school, the necessary knowledge and skills need to be determined and should then be developed purposefully.

6. **Employer Involvement.** Tech prep cannot work without the sanction, support, and participation of employers. This also means that tech prep programs need to address existing labor market needs.

7. **Quality/Accountability.** Tech prep programs require higher performance standards. Competencies and course credits need to be reconciled. Program evaluation needs to be ongoing.

Conclusion

Tech prep education is what education reform is all about. With the emphasis given in Perkins, tech prep is breaking new ground in how quality education is provided for preparing a quality work force. Tech prep stimulates new organizational and programmatic arrangements. It requires thinking and planning strategically. It demands a level of cooperation, collaboration, and commitment that can only be accomplished through effective teamwork. Most importantly, tech prep education provides our youth a highly desirable pathway that works for them. Clearly, tech prep gives new recognition to a broadened approach to career counseling and along with it new opportunities for the counselor.

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7

The National Career Development Guidelines: A Status Report

Juliet V. Miller

Introduction

After six years, the National Career Development Guidelines initiative is reaching fruition. This initiative has provided leverage funding to states to support the development and improvement of comprehensive career development programs. Several other important initiatives have occurred concurrently during this period. They include state efforts to develop goals and models for career development, increased interest at the local level in making guidance more accountable and programmatic, and the use of federal funds from the Carl D. Perkins Vocational Education Act for career guidance. Currently, more than 40 states report using the National Career Development Guidelines as part of a comprehensive state career development strategy.

The purpose of this paper is to report on the current status of career guidance as reflected by the activities in the various states. In the fall of 1991, NOICC asked each SOICC Director to complete a state profile describing current activities related to improving career guidance programs, including state-level approaches, types of local sites, funding sources, dissemination activities, benefits, and products. The profiles were intended to provide a source of ideas and information to stimulate and support other state and local efforts. They were not designed as a statistical survey. A comprehensive summary of the information from each state with accompanying index is found in Appendix A. This paper will summarize the information from these state profiles and highlight innovative approaches.

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A Brief History of the National Career Development Guidelines

The National Career Development Guidelines were developed with input from more than 150 professional association representatives, career development experts, and career guidance and education practitioners. A substantial number of products and qualified trainers are now available to support state and local level implementation. State activities have focused on all program levels, including elementary school, middle/junior high school, high school, postsecondary, and business and community organizations.

NOICC undertook its National Career Development Guidelines initiative to support and encourage activities designed to strengthen and improve comprehensive, competency-based career guidance programs in schools, colleges, human services agencies, community organizations, and businesses. The purpose of this initiative has been to establish national guidelines that can be used by state and local organizations to strengthen and improve programs so that they are more comprehensive and exhibit the following features: they are identifiable but integrated with other program areas; they enhance career development knowledge, skills, and abilities; they are articulated across all program levels; they have a clear structure that includes leadership, staffing, resources, and management; and they are accountable by evaluating the career development outcomes achieved by program participants.

NOICC first began work on the National Career Development Guidelines initiative in 1986. The Guidelines were developed in collaboration with the professional career guidance and education community, local program administrators, counselor educators, and state guidance supervisors. From the inception, NOICC worked to ensure widespread acceptance of the Guidelines. Coordination with prior work by professional organizations, career development researchers, and state departments of education was stressed. Several groups were formed to ensure broad input from researchers, professional leaders, and practitioners.

The Guidelines focus on three broad areas of program excellence: program participant competencies, organizational capabilities, and personnel requirements. The program participant competencies and indicators describe suggested program outcomes and are organized around three areas: self-knowledge, educational and occupational exploration, and career planning. The organizational capabilities describe the structure and support needed for quality programs including administrative commitments, facilities, materials, and equipment. The personnel requirements list the staff requirements and competencies needed by counselors and other career development personnel to deliver comprehensive programs.

A full range of products and a National Cadre of Trainers have been developed to support dissemination and use of the National Career Development Guidelines. The products include:

A brochure that introduces the Guidelines

An orientation video, *Focus for Action*

A *State Resource Handbook* for state-level personnel

Five *Local Handbooks* that present the Guidelines for elementary schools, middle/junior high schools, high schools, postsecondary institutions, and community and business organizations. Each of these level-specific handbooks includes a recommended implementation process, sample planning forms and materials, and a list of key program resources.

A *Trainer's Manual* that contains information, handouts, and transparencies needed to conduct a ½-day awareness session or a 2- to 3-day implementation training session; they can also be used to infuse information about the Guidelines into counselor education programs.

What Approaches Are the States Using To Develop State Guidelines?

As the National Career Development Guidelines and other comprehensive guidance models have been introduced, the states have used these models to develop state guidelines. The most common state-level approach is to develop voluntary state guidelines that are endorsed by a variety of key individuals or organizations. However, there are some examples of mandatory state guidelines. The state profiles in Appendix A describe some of the approaches being used in the states in the fall of 1991. A summary of these approaches is described in Table 1.

Table 1

Summary of State-Level Approaches

	Type of Approach	*Number of States*
1.	Legislation or Rule	12
2.	Guidance Goals and Competencies	27
3.	Guidance Model	24
4.	Approved Curriculum	2
5.	Community College Board Regulation	3
6.	Vocational Education Plan	7
7.	JTPA Program Standards	2
8.	Other Approaches	15

As Table 1 indicates, the approach that is most frequently used (27 states) is to develop state-level guidance program goals and competencies that reflect desired learner outcomes. These are used as voluntary statements endorsed by key individuals or groups, such as the state superintendent of education, the state school board, the guidance unit, and the state professional guidance association. Closely related to this approach is the use of a state-level guidance model (24 states) that includes not only program goals but also staff and resources requirements and procedures for conducting program reviews and improving existing programs. The National Career Development Guidelines, whether used alone or in combination with existing state models, were used by most of the states that reported.

A less common pattern was for the states to develop mandatory legislation or a state board rule (12 states). Usually, the legislation or rule is a general requirement for guidance goals and programs. However, a few states did use the National Career Development Guidelines to formulate specific requirements for the student competencies to be delivered. Another approach was the use of the mandatory state career guidance curriculum (2 states), which includes learner outcomes and guidance activities.

In addition to K-12 programs, the National Career Development Guidelines were used as a basis for state career development programs by state community college boards (3 states) and as Job Training Partnership Act (JTPA) program standards (2 states). A final approach was the inclusion of specific guidelines for career guidance programs in the state vocational education plan (7 states). Some specific examples of state-level approaches include the following:

> **California** used the National Career Development Guidelines to implement its mandated matriculation guidelines to improve students' transitions from community colleges to 4-year colleges.
>
> **Connecticut** integrated the National Career Development Guidelines into its *K-12 Developmental Guidance and Counseling Curriculum* that was jointly developed by the Connecticut School Counselor Association, the Connecticut Association for Counselor Education and Supervision, and the Connecticut Department of Education (Connecticut School Counselor Association, et. al, 1991).
>
> **Florida's** Commissioner of Education endorsed the *Blueprint for Career Preparation* that includes recommended career development goals based on the National Guidelines (Florida Department of Education, 1988).
>
> **Idaho's** comprehensive state model, the *Idaho Comprehensive Guidance and Counseling Program Model*, has been approved by the state superintendent of education. A 10-year plan has been used to implement the model throughout the state (Idaho Department of Education, 1988).
>
> **Kansas** integrated the National Career Development Guidelines with the University of Missouri's Life Skills for Transition Model to develop guidelines for developmentally disabled students (White, 1990).
>
> **Maine** has a state guidance curriculum keyed to student competencies. These *Maine Guides* present a kindergarten through adult developmental curriculum for life choices (Maine Department of Education and Maine Department of Labor, 1991).
>
> **Missouri** conducted a survey of the major agencies that serve adults, such as JTPA, vocational rehabilitation, the employment service, and adult education, to develop a set of common core competencies (Missouri Occupational Information Coordinating Committee, 1988).
>
> **Oregon** is conducting a statewide in-service program to improve secondary and postsecondary career guidance and counseling for its new Education Act for the 21st Century. The training will use the National Career Development Guidelines as its framework.

Wisconsin has developed a matrix to crosswalk the National Career Development Guidelines to two other major initiatives including the Wisconsin Education for Employment Standards and the Wisconsin Developmental Guidance Model (Wisconsin Department of Public Instruction, 1989).

Which Program Levels Are Addressed by State Guidelines?

The National Career Development Guidelines suggest competencies and indicators for elementary school, middle and junior high school, high school, and adult levels. The state profiles indicate that state guidelines reflect a broad range of levels and settings. The state profiles in Appendix A describe the levels for each state. As Table 2 indicates, the most frequently addressed level is high school (38 states) followed by middle or junior high school (37 states), elementary school (30 states), and postsecondary institutions (15 states). The adult population is served through programs in diverse settings. The 13 states that have guidelines for adults show the following distribution: adult education (11 states), JTPA (4 states), community and business (2 states), and employment service (2 states).

Table 2

Summary of Levels Addressed in State Guidelines

Level	*Number of States*
1. Elementary School	30
2. Middle or Junior High School	37
3. High School	38
4. Postsecondary Institutions	15
5. Adult Programs	13

What Types of Local Pilot Sites Are Evident?

As states have developed guidelines, they have funded pilot sites to demonstrate the implementation process. The state profiles in Appendix A describe the types of pilot sites in each state. Table 3 summarizes the number of states that report using pilots at specific levels. Sixteen states have elementary school sites, 17 states have middle or junior high school sites, 23 states have high school sites, 7 have postsecondary sites, 9 have sites serving adults, and 7 address special populations. Those serving adults include community-based sites, employer-sponsored sites, and sites in JTPA programs, employment services, and corrections. States also are funding pilot sites that focus on special populations such as at-risk youth and adults, developmentally disabled, public offenders, and teen parents.

Table 3

Summary of Levels Addressed in State Pilot Sites

Level	*Number of States*
1. Elementary School	16
2. Middle or Junior High School	17
3. High School	23
4. Postsecondary Institutions	7
5. Adult Programs (Total)	9
6. Special Populations	7

The local program descriptions in Appendix B describe examples of pilot sites that were reported by the states. The following list highlights some examples of local program sites

California — Woodland High School's Career Opportunity Paths in Education program integrates career options and school programs into six broad curriculum paths, such as industrial technology and engineering.

Colorado — The Women's Center at Front Range Community College is using the adult competencies to tailor an educational development plan in its program for low-income women. The program cooperated with other agencies including social services, employment services, and vocational rehabilitation (Colorado Community College and Occupational Education System, 1991).

Hawaii — The National Career Development Guidelines were used to develop a guidance model for the Hawaii Department of Labor's School-to-Work Transition Centers located in 18 high schools. These centers empower young people with the skills needed to make the transition from school to work. Services are extended to dropouts and graduates of the high schools and, during the summer, to the general community (Hawaii Occupational Information Coordinating Committee, 1990).

Minnesota — Interagency cooperation was demonstrated in a project serving adults. A project director was employed jointly by the Robbinsdale District Adult Education Program and the Hennepin Technical College. The goal was to build a network of career development activities combining the resources of ten educational and human services agencies in the local community. A brochure was developed to help clients identify and use specific types of transition services from these diverse agencies.

New Jersey — Neptune Middle School developed the Neptune Comprehensive Career Development Program. This is a written career development curriculum that is delivered through a one-week class to students in grades 6, 7, and 8 (Neptune Township Public Schools, 1990).

New Mexico — High school career development programs in New Mexico were strengthened through the use of high school career resource centers. These centers have extensive written, computer, and video career information resources; trained professional staff; and an outreach counseling program that offers wider access to the centers' resources (Guthrie, et. al, 1990).

North Carolina — Piedmont Community College developed a *Community College Comprehensive Career Development Model*. The program's vision is to enable all students to attain the competencies needed to seek, maintain, and change employment in a mobile society and fluctuating economy. The program uses three major components including a comprehensive career center, career orientation courses in various curriculum areas, and career development outreach activities for community members (Central Piedmont Community College, 1991).

North Dakota — A comprehensive elementary school career development program was developed by Grand Forks Public School's administrators, teachers, and counselors. The program infuses career development into the existing curriculum for kindergarten through sixth grade. The counselors deliver specific classroom and small group activities to support career development (Grand Forks Public Schools, 1988).

Washington — In Port Angeles, the Careers Now! program is finding ways to deliver the National Career Development Guidelines to all citizens including school children, people in job training, the unemployed, the employed, and those considering career change. Facilitators have been trained in career development in various settings, including schools, job service centers, social service agencies, women's programs, dislocated worker programs, and the private sector. An activity workbook was developed to support programming (Wishik, 1991).

How Are State Efforts Being Funded?

Although the National Career Development Guidelines have provided a framework for the development of state guidelines and local programs, it is important to note that funding for both state and local efforts has come from a variety of sources, as summarized in Table 4. The state profiles in Appendix A describe some of the types of funding used in each state. NOICC has provided the opportunity for states to apply for special National Career Development Guidelines grants. These grants have focused on developing state guidelines, conducting dissemination activities, and using pilot sites to test implementation. To date, 29 states have applied for and received these NOICC special grants. Twelve states also report using money from the NOICC Basic Assistance Grant to support ongoing activities.

The second major source of funds for career development programs has been the Carl D. Perkins Vocational Education Act and the subsequent Perkins Vocational and Applied Technology Education Act. The state profiles indicate that 34 states have used federal vocational education funds for career development programs. Other funding sources include JTPA funds (5 states), state education funds (14 states), and state department of labor funds (2 states).

Eight states identified other funding sources including university continuing education and counselor education support, state professional associations, business and industry, state lottery funds, and state educational reform funds.

Table 4

Summary of Types of Funding Sources Used by the States

	Funding Source	*Number of States*
1.	NOICC Special Grant	28
2.	NOICC Basic Assistance Grant	12
3.	Federal Vocational Education Funds	34
4.	JTPA Funds	5
5.	State Education Funds	14
6.	State Department of Labor	2
7.	Other Funding Sources	8

What Types of Products Have the States Developed?

The states have developed a variety of products to support the dissemination and implementation of state-level career development guidelines. The state profiles in Appendix A provide a listing of some of these products by state. Table 5 summarizes the types of products that states have developed.

The primary products that specify state-level guidelines are state law or rule (6 states), state career guidance model or plan including student competencies (23 states), and state activity or curriculum guide coded to student competencies (23 states).

A variety of other products have been developed to support program review, coordination with SOICC products and activities, linkage to other guidance models, staff development, and program evaluation. These include needs assessment instruments (7 states), staff training products (6 states), SOICC/CIDS products (8 states), crosswalks to other guidance models (7 states), individual career plans (2 states), and evaluation reports (5 states).

Table 5

Summary of Types of Products Developed by the States

Type of Product	*Number of States*
1. State Law or Rule	6
2. State Plan or Model	23
3. State Activity or Curriculum Guide	23
4. Needs Assessment Instrument	7
5. Staff Training Product	6
6. SOICC/CIDS Products	8
7. Crosswalks to Other Guidance Model	7
8. Individual Career Plan	2
9. Evaluation Report	5

What Dissemination and Implementation Strategies Have Been Used?

The experiences of the past six years in implementing comprehensive state plans for career guidance have yielded a variety of effective dissemination and implementation strategies. Table 6 reports the number of states that are using these strategies. The state profiles in Appendix A describe the dissemination strategies used by each state.

Brief awareness workshops were conducted in 21 states. Intensive implementation training for local site teams was conducted in 23 states. Twelve states incorporated information about the state career guidance model into SOICC and CIDS training activities, such as ICDM programs. Sixteen states gave presentations at state and regional professional meetings; 7 states infused information about the state model into counselor education; and 5 states conducted satellite training programs or developed video training materials.

Table 6

Summary of State-Level Dissemination Strategies

Type of Strategy	*Number of States*
1. Awareness Workshops	21
2. Implementation Training	23
3. Incorporate with SOICC Activities	12
4. Professional Meeting Presentations	16
5. Infuse in Counselor Education	7
6. Distance Training and Video Programs	5

A number of innovative dissemination approaches were reported by the states. For example:

> **Arizona** developed 12 videos and modules to demonstrate how to implement the National Career Development Guidelines. These counselor training materials are delivered through a counselors' academy that provided staff development activities (Arizona Department of Education, 1991).

California used the National Career Development Guidelines video, *Focus for Action*, in a special program about counseling on public television in San Francisco.

Colorado conducted training and information dissemination activities through Colorado State University and four regional professional development centers to promote the use of the National Career Development Guidelines in a variety of sites throughout Colorado.

District of Columbia provided a 4-day intensive staff development training workshop for a cadre of professionals (principals, counselors, and teachers) followed by ongoing monitoring conferences and monthly staff development training sessions.

Michigan has given grants to counselor education institutions to strengthen the career development component of their program.

Mississippi contracted with a university counselor education department to provide ongoing training and technical assistance to local sites.

New Jersey worked with the New Jersey School Counselor Association to select and train 25 sites in a joint initiative.

New Mexico had the staff in the pilot high school career centers invite nearby school counselors to a one-day tour of their site.

North Dakota used a training team (SOICC Director, state vocational guidance consultant, and state guidance consultant). Two workshops were designed to support implementation. The first acquaints the sites with career development programs and student competencies. It prepares them to complete a needs assessment and to sell the program to other staff. The second, held six months later, teaches skills in curriculum development. The workshops are attended by site teams including a counselor, an administrator, and a teacher.

Oklahoma uses state-level career specialists to work with local districts to help them develop comprehensive plans for improving the career guidance program. The specialists used on-site computer services to score local needs assessments.

Pennsylvania developed a participant manual (Herr, 1991) for the Pennsylvania Workshop on Career Development. The manual provided an overview of the context for career development programs. The workshop, organized by Pennsylvania State University, the Department of Education, and the Pennsylvania SOICC, was a 2-day training program for more than 80 participants.

Washington has focused on raising awareness of and interest in the improvement of career development programs and mobilizing and training local leadership. In addition to the National Career Development Guidelines materials, key national reports such as *Workplace Basics* (Carnevale, Gainer, and Meltzer, 1988), *The SCANS Report* (U.S. Department of Labor, 1991), and *America 2000* (U.S. Department of Education, 1990) are used to create an understanding of the need for career guidance.

What Benefits Are Being Derived?

The states report several benefits of using the National Career Development Guidelines, other guidance models, and state guidelines to develop comprehensive, competency-based career development programs. See the state profiles in Appendix A for the benefits reported by specific states. The benefits that were reported by the states can be clustered into program, student, staff, coordination or linkage, and counselor education benefits. The following summarizes the comments from the state profiles.

Student Benefits — Improved individual career plans; successful employment of at-risk adult women; improved school retention, attendance, and grades for at-risk youth; improved scores on basic life skills tests; improved 4-year high school plans; improved self-esteem and career maturity; more satisfying career choices; more successful school-to-work transition; improved postsecondary curriculum choices.

Program Benefits — Programs guided by 3-year plans; programs have developmental sequence of student competencies; administrative and community support increased; local program advisory councils formed; agencies and colleges expressed commitment to counseling for the first time; program materials improved; guidance redefined as comprehensive program; systematic competency-based needs assessment used; career resource centers initiated; quality of career information resources improved; middle school programs strengthened at time of high need related to school retention; a postsecondary career development course added; career development concepts infused into academic curriculum; accountability based on learner outcomes increased; public relations improved; parent and community involvement increased.

Staff Benefits — Mentors from business community assisting in programs; counselors gained expertise in career development; counselors express more positive attitudes toward the career area; funding for additional staff approved; faculty working more effectively as a team; guidance now viewed as part of total educational process; teachers have accepted value of guidance; professional and personal confidence of counselor increased.

Coordination/Linkage Benefits — Postsecondary articulation improved; coordination of labor and education on school-to-work transition programs improved; interagency cooperation increased; duplication of services to adults reduced; career development linked to other priorities, e.g., drug-free schools, populations at risk, persons with disabilities; National Career Development Guidelines combined with other comprehensive guidance models; SOICC involvement in educational initiatives increased; ties between SOICC and the guidance community strengthened; community economic development improved; a total community career development initiative created.

Counselor Education Benefits — Improved program quality; strengthened career development component of counselor education; used counselor educators for training and technical assistance to local sites; involved counselor educators in state-level planning.

Summary

The National Career Development Guidelines have successfully promoted the improvement of career development programs. The Guidelines offered states an important tool for strengthening career development. Their impact was enhanced by other key initiatives that emerged in recent years, among them the development of comprehensive state guidance models, state educational reform efforts, emphasis on the need for transition assistance to at-risk youth, the use of federal vocational education funding to support career guidance and counseling, and major national reports defining skills needed for the changing workplace.

The past six years have been a period of major refocusing of career guidance programs to ensure accountability of student outcomes, programmatic focus, and career development assistance to all students. The states have reported a wide range of exciting activities. This paper has highlighted a summary of these activities, among them:

> States report using a variety of state-level guidelines for career development programs. The most frequently used approach, whether mandatory or voluntary, is state approved student competencies and state approved guidance models.
>
> State guidelines address the needs of all program levels and settings. More than 30 states have guidelines for the elementary, middle or junior high, and high school levels; about 15 states have guidelines for the postsecondary and adult levels.
>
> Pilot sites have been funded at many levels and for diverse populations. Those serving adults include community-based sites, employer-sponsored sites, and

sites based in JTPA programs, employment service agencies, and correctional settings. States have also funded pilot sites that focus on special populations such as at-risk youth and adults, the developmentally disabled, public offenders, and teen parents.

Funding has come from many sources. The major sources include NOICC special grants and NOICC Basic Assistance Grant funds, the Carl D. Perkins Vocational Education Act and the subsequent Perkins Vocational and Applied Technology Education Act funds, and state and local education funds. Other funding sources include JTPA funds, state department of labor funds, university continuing education and counselor education support, state professional associations, and business and industry.

The states have developed a variety of products to support the dissemination and implementation of state-level career development guidelines including state laws or rules, state guidance plans and models, state activity or curriculum guides, needs assessment instruments, staff training products, SOICC/CIDS products, crosswalks to other guidance models, individual career plans, and evaluation reports.

Dissemination activities have been varied and include brief awareness workshops, intensive implementation training for local site teams, infusion of information about the state career guidance model into SOICC and CIDS training, presentations at state and regional professional meetings, infusion of information about the state model into counselor education, and satellite training programs or video training materials.

The states report many benefits of using the National Career Development Guidelines and state guidelines to improve comprehensive, competency-based career development programs. In summary, these benefits can be clustered into program, student, staff, coordination/linkage, and counselor education benefits.

References

Note: When a reference is available from the ERIC system, it is indicated with an ED number. References marked with an asterisk (*) are available on loan from the Resource Center of the NOICC Training Support Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Ave., Stillwater, OK 74074. Telephone 405/743-5163.

*Arizona Department of Education. (1991). *Counselor training modules and video tapes.* Based on the National Career Development Guidelines competencies (set of 12). Phoenix: Author.

*Bureau of Adult and Secondary Vocational Education and Maine Occupational Information Coordinating Committee. (1991). *Building blocks for the future: Kindergarten — grade 12.* Maine Guide: A Developmental Framework for Life Choices. Augusta: Maine Department of Education and Maine Department of Labor.

*Bureau of Adult and Secondary Vocational Education and Maine Occupational Information Coordinating Committee. (1991). *Career transitions for adults.* Maine Guide: A Developmental Framework for Life Choices. Augusta: Maine Department of Education and Maine Department of Labor.

Carnevale, A.P., Gainer, L.J., and Meltzer, A.S. (1988). *Workplace basics: The skills employers want.* Alexandria, VA: American Society for Training and Development and the U.S. Department of Labor, Employment and Training Administration.

*Central Piedmont Community College. (1991). *Community college comprehensive career development model.* Charlotte, NC: Author.

*Colorado Community College and Occupational Education System. (1991). *A resource book to career development: Colorado's success stories.* Denver: Author.

*Connecticut School Counselor Association, Connecticut Association for Counselor Education and Supervision, and Connecticut State Department of Education. (1991). *K-12 developmental guidance and counseling curriculum: Volume I (K-6), Volume II (7-8) and Volume III (9-12).* Middletown: Authors.

*Florida Department of Education. (1988). *Blueprint for career preparation.* Tallahassee: Author. (ERIC Document Reproduction Service Number ED 053 127).

*Grand Forks Public Schools. (1988). *Career development activities for teachers of K-6 and elementary guidance counselors.* Grand Forks, ND: Author.

*Guthrie, B., and Others. (1990). *A career center handbook for New Mexico's high school counselors.* Alamogordo: New Mexico State University.

Hawaii Occupational Information Coordinating Committee. (1990). *Hawaii career development guidelines information matrix and resource handbook.* Honolulu: Author.

Herr, E.L. (1991). *Pennsylvania career development participant manual.* University Park: Pennsylvania State University.

*Idaho Department of Education. (1988). *Idaho comprehensive guidance and counseling program model.* Boise: Author. (ERIC Document Reproduction Service Number ED 321 180).

Missouri Occupational Information Coordinating Committee. (1988). *Adult guidance competency survey.* Jefferson City: Author. (In *National Career Development Guidelines: Local Handbook for Business and Community Organizations*).

*National Occupational Information Coordinating Committee. (1989). *National career development guidelines: Local handbook for elementary schools.* Washington, DC: Author. (ERIC Document Reproduction Service Number ED 317 879).

*National Occupational Information Coordinating Committee. (1989). *National career development guidelines: Local handbook for middle/junior high schools.* Washington, DC: Author. (ERIC Document Reproduction Service Number ED 317 878).

*National Occupational Information Coordinating Committee. (1989). *National career development guidelines: Local handbook for high schools.* Washington, DC: Author. (ERIC Document Reproduction Service Number ED 317 877).

*National Occupational Information Coordinating Committee. (1989). *National career development guidelines: Local handbook for postsecondary schools.* Washington, DC: Author. (ERIC Document Reproduction Service Number ED 317 876).

*National Occupational Information Coordinating Committee. (1989). *National career development guidelines: Local handbook for community and business organizations.* Washington, DC: Author. (ERIC Document Reproduction Service Number ED 317 875).

*National Occupational Information Coordinating Committee. (1989). *National career development guidelines: Trainer's guide.* Washington, DC: Author. (ERIC Document Reproduction Service Number ED 317 874).

*National Occupational Information Coordinating Committee. (1989). *National career development guidelines: State resource handbook.* Washington, DC: Author. (ERIC Document Reproduction Service Number ED 317 883).

*National Occupational Information Coordinating Committee. (1989). *National career development guidelines: Focus for action* video. Washington, DC: Author.

*Neptune Township Public Schools. (1990). *Career guidance lesson plans for grades K-5, 6-8, and 9-12.* Neptune, NJ: Author. (ERIC Document Reproduction Service Number ED 324 537).

The Secretary's Commission on Achieving Necessary Skills. (1991). *What work requires of schools: A SCANS report for America 2000.* Washington, DC: U.S. Department of Labor.

U.S. Department of Education. (1990). *America 2000: An education strategy.* Washington, DC: Author.

*White, W.J. (1990). *Kansas career development competencies and life skills for transition: Local needs assessment.* Manhattan: Kansas State University.

Wisconsin Department of Public Instruction. (1989). *Relationship between the Wisconsin Developmental Guidance Model and the National Career Development Guidelines.* Madison: Author.

Wishik, A.L. (Ed.) (1991). *Careers now! Activities manual.* Port Angeles, WA: Port Angeles School District 121.

Appendices

A. State Profiles

B. Local Program Descriptions

Appendix A

State Profiles

In the fall of 1991, NOICC asked each SOICC Director to complete a state profile describing current activities related to improving career guidance programs. The profile was not intended to be a statistical survey. Its purpose was to provide a source of ideas and information about Guidelines activities nationwide to stimulate networking and lend support to other state and local implementation efforts. The questions were designed to elicit ideas and strategies for using the Guidelines at both state and local levels, for example:

How have you used the Guidelines at the state level?
Which levels and program settings are covered under your state guidelines?
For which levels do you have pilot sites?
What funding sources have you used to support statewide activities or local pilot sites?
What types of dissemination activities have you used in your state?
What products have you used?
What have been the benefits — expected and unexpected — of using the Guidelines in your state?

Appendix A contains profiles submitted by 49 states. Each profile contains the following information: contact person, state-level approach, levels, funding, dissemination, benefits, and products. A contact person for Guidelines activities is listed for all states. A summary index to the state profiles and products indicates where to turn for ideas about specific areas of Guidelines activities.

Summary Index to State Profiles and Products[1]

State-Level Approach

State Legislation/State Rule

Delaware, Iowa, Maryland, Minnesota, Nebraska, Nevada, North Dakota, Ohio, Oregon, South Carolina, Utah, Virginia, West Virginia

State Guidance Goals/Competencies

Alabama, Alaska, Arizona, California, Florida, Hawaii, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin

State Guidance Model

Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Florida, Idaho, Iowa, Maine, Missouri, Nebraska, New Hampshire, New Jersey, New York, Oklahoma, South Carolina, Tennessee, Texas, Utah, Virginia, Virgin Islands, Washington, West Virginia, Wisconsin

State Approved Curriculum

Maine, Nevada

State Community College Board

California, Colorado, North Carolina

State Vocational Education Plan

Montana, Nebraska, Nevada, Ohio, Oklahoma, Rhode Island, West Virginia

JTPA Program Standards

Hawaii, New Hampshire

Levels for State Guidelines

Elementary

Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, New Jersey, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, Texas, Vermont, Virginia, Virgin Islands, Washington, West Virginia, Wisconsin

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[1] Based on information provided by Directors of State Occupational Information Coordinating Committees in the fall of 1991. States other than those listed may also have products or activities in a particular area but did not mention them on the profile.

Middle/Junior High

Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Texas, Utah, Vermont, Virginia, Virgin Islands, Washington, West Virginia, Wisconsin

High School

Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Texas, Utah, Vermont, Virginia, Virgin Islands, Washington, West Virginia, Wisconsin

Postsecondary

California, Colorado, Florida, Hawaii, Iowa, Maine, Michigan, Minnesota, Mississippi, Nevada, New Hampshire, North Carolina, Texas, Virginia, Washington

Adult Programs

Community and Business - Oregon, Washington
JTPA - Hawaii, Iowa, Maine, Missouri
Employment Service - Hawaii, Missouri
Adult Education - California, Hawaii, Iowa, Maine, Michigan, Minnesota, Missouri, Ohio, Oklahoma, Washington, Wisconsin

Special Populations

At-risk Youth and Adults - Colorado, Minnesota, Nebraska, Wisconsin
Youth School-to-Work Transition - Hawaii
Developmentally Disabled - Kansas
State Employees - Oregon
Public Offenders - Washington

Pilot Sites

Elementary

Colorado, District of Columbia, Florida, Idaho, Iowa, Nevada, New Jersey, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, Virginia, Washington, West Virginia, Wisconsin

Middle/Junior High

Colorado, Connecticut, District of Columbia, Florida, Idaho, New Jersey, New York, Oklahoma, Oregon, Pennsylvania, South Carolina, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin

High School
Arizona, California, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Iowa, Kansas, Mississippi, Nebraska, New Hampshire, New Jersey, New Mexico, Oklahoma, Oregon, South Carolina, Utah, Virginia, Washington, West Virginia, Wisconsin

Postsecondary
California, Colorado, Iowa, Minnesota, Mississippi, Nevada, North Carolina

Adult Programs
Community and Business - Oregon, Washington
JTPA - Hawaii, Missouri, Washington
Employment Service - Missouri, Washington
Adult Education - Minnesota, Oklahoma, Washington, Wisconsin
Corrections - California, Washington

Funding Sources

NOICC Grant
Alaska, California, Colorado, Connecticut, Florida, Idaho, Iowa, Kansas, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, Utah, Virginia, Washington, West Virginia, Wisconsin

NOICC Basic Assistance Grant
California, Hawaii, Maine, Minnesota, New York, North Dakota, Oregon, Pennsylvania, Puerto Rico, South Carolina, Vermont, Washington, Wisconsin

Federal Vocational Education Funds
Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Nebraska, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming

JTPA Funds
Iowa, Missouri, New Mexico, Oregon

Elementary and Secondary Education Act, Chapter II Funds
Nevada, North Dakota

State Education Funds
Arizona, Delaware, Florida, Maine, Nevada, New Hampshire, New Jersey, North Carolina, Oklahoma, Oregon, South Carolina, Virginia, West Virginia

State Department of Labor
Hawaii, Virginia

Other Funding Sources
University - California, Pennsylvania
State Professional Association - Connecticut, New Jersey
Business and Industry - District of Columbia, Florida, Washington

Dissemination Strategies

Awareness Workshops
California, Colorado, Connecticut, Delaware, Florida, Kansas, Maine, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oregon, South Carolina, Tennessee, Texas, Virginia, Washington

Implementation Training
California, Colorado, Connecticut, District of Columbia, Florida, Idaho, Iowa, Michigan, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Incorporate with SOICC Training Activities
Hawaii, Illinois, Maryland, Montana, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, South Carolina, Wisconsin

Presentations at Professional Meetings
California, Idaho, Kansas, Michigan, Minnesota, Mississippi, Nevada, New York, North Dakota, Oklahoma, South Carolina, Texas, Utah, Virginia, Washington, West Virginia

Incorporate in Counselor Education
Iowa, Michigan, Pennsylvania, South Carolina, Tennessee, Wisconsin, Wyoming

Distance Training/Video Programs
Arizona, California, Florida, Maine, New Hampshire

State Products

State Legislation/Rule
California, Minnesota, North Dakota, Ohio, Oregon, South Carolina

State Plan/Model
Alabama, Alaska, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Kansas, Michigan, Minnesota, Nebraska, New Hampshire, Oklahoma, South Carolina, Tennessee, Texas, Utah, Virginia, Virgin Islands, Washington, Wisconsin

State Activity or Curriculum Guide
Alabama, Alaska, Arizona, Colorado, Florida, Hawaii, Idaho, Iowa, Maine, Michigan, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Virginia, Wisconsin

Needs Assessment Instruments
Mississippi, Missouri, New Jersey, Oklahoma, Virginia, Wisconsin, Wyoming

Staff Training Product
Arizona, California, Idaho, Mississippi, Pennsylvania, Wyoming

SOICC/CIDS Products
Connecticut, Illinois, Kansas, Maryland, Minnesota, Ohio, Oregon, Wisconsin

Crosswalks to Other Guidance Models
Alaska, Hawaii, Idaho, New Hampshire, Ohio, Oklahoma, Wisconsin

Individual Career Plan
California, Tennessee

Evaluation Report
District of Columbia, Florida, Ohio, Pennsylvania, Wisconsin

State Profiles[2]

Alabama

Contact:

Mary Louise Simms, Executive Director
Alabama State Occupational Information Coordinating Committee
Bell Building, Suite 400
207 Montgomery St.
Montgomery, Alabama 36130
205/242-2990

State-Level Approach: The Alabama Career Development Program provides students in grades 8-12 with the opportunity to develop a 4-year plan and to engage in various career planning activities. Program implementation began in 1985 with 8th grade students. The program describes essential skills for grades 8-12. These essential skills have been crosswalked to the National Career Development Guidelines.

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[2] Note: Products available from the ERIC System are indicated with an ED number. Products marked with an asterisk (*) are available on loan from the Resource Center at the NOICC Training Support Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074; telephone 405/743-5163.

Alabama (continued)

Levels: Junior high and high school.

Dissemination: A variety of materials have been developed to support local implementation of the Alabama Career Development Program.

Products:

*Alabama State Occupational Information Coordinating Committee and Alabama State Department of Education. (1982). *The ABC's of the world of work.* Montgomery: Author. (ERIC in process CE 060 141)

Counseling and Career Guidance Section. (1989). *The guidance and counseling state plan for excellence in Alabama's public schools.* Revised Edition. Bulletin 1989, No. 89-96. Montgomery: Alabama State Department of Education, Division of Student Instructional Services. (ERIC in process CE 060 148)

Counseling and Career Guidance Section. (1989). *Alabama career development program: Strategies for implementing interest and aptitude assessments in Alabama schools. Eighth grade.* Bulletin 1989, No. 94. Montgomery: Alabama State Department of Education, Division of Student Instructional Services. (ERIC in process CE 060 143)

Counseling and Career Guidance Section. (1987). *Alabama career development program: Strategies for implementing interest and aptitude assessments in Alabama schools. Tenth grade.* Bulletin 1987, No. 31. Montgomery: Alabama State Department of Education, Division of Student Instructional Services. (ERIC in process CE 060 144)

Counseling and Career Guidance Section. (1988). *Alabama career development program: Strategies for implementing interest and aptitude assessments in Alabama schools. Eleventh grade.* Bulletin 1988, No. 21. Montgomery: Alabama State Department of Education, Division of Student Instructional Services. (ERIC in process CE 060 145)

Counseling and Career Guidance Section. (1987). *Group guidance activities for Alabama elementary school. Grades K-6.* Bulletin 1987, No. 72. Montgomery: Alabama State Department of Education, Division of Student Instructional Services. (ERIC in process CE 060 142)

Counseling and Career Guidance Section. (1988). *Alabama career development program: Strategies for implementing interest and aptitude assessments in Alabama schools. Twelfth grade.* Bulletin 1988, No. 63. Montgomery: Alabama State Department of Education, Division of Student Instructional Services. (ERIC in process CE 060 146)

Alaska

Contact:

Naomi K. Stockdale
Office of Adult and Vocational Education
Alaska Department of Education
801 West Tenth Street, Suite 200
Juneau, AK 99801-1894
907/465-4685

State-Level Approach: The Governor's Interim Commission on Children and Youth recommended that school counseling programs be expanded and undergo a transition from traditionally counselor-centered services to comprehensive, student-centered programs that are integrated with the entire educational program. A task force of 12 school counselors and school counseling coordinators in conjunction with a national consultant have developed the *Alaska School Counselors Program Guide*, which describes the comprehensive guidance model. The National Career Development Guidelines have been used to enhance this program model.

Levels: Elementary, middle school, and high school.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds.

Products:

*Alaska Career Information System. (1988). *Reducing the risk: Using career information with at-risk youth.* Juneau: Alaska State Department of Education and Alaska State Department of Labor. (ERIC Document Reproduction Service Number ED 299 395)

*Office of Adult and Vocational Education. (1990). *Alaska school counseling program guide: Scope and sequence.* Juneau: Alaska Department of Education. (ERIC Document Reproduction Service Number ED 311 379)

American Samoa

Contact:

Patolo Mageo, Program Director
American Samoa State Occupational Information Coordinating Committee
Office of Manpower Resources
American Samoa Government
Pago Pago, AS 96799
684/633-4485

Arizona

Contact:

Tina Ammon
State Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
602/542-5074

State-Level Approach: Arizona has program standards for vocational guidance accreditation. Following a 5-year plan, Arizona is developing and implementing a comprehensive program model for competency-based guidance that will use results-based evaluation.

Levels: Elementary, middle school, and high school.

Funding Sources: Carl D. Perkins Vocational Education Act funds; Arizona state legislated funds.

Dissemination: Arizona has developed an *Arizona Comprehensive Competency-Based Guidance (CCBG) Program Handbook* and accompanying workbook as counselor training materials. Additionally there are two videos that accompany the *CCBG Handbook*. During 1989-1991, 12 CCBG videos and modules were completed to demonstrate how to implement the National Career Development Guidelines. These counselor training materials with the addition of staff development through a Counselors' Academy have resulted in 85 secondary schools implementing CCBG in Arizona. Future goals include expanding to the elementary and middle school levels. At present, there is one K-12 site in Marana, Arizona.

Benefits: Increased student requests for assistance in developing comprehensive educational and career plans. Received state-level funding.

Products:

Arizona Department of Education. (1991). *Arizona comprehensive competency-based guidance program handbook* (with workbook and two videos). Phoenix: Author.

Arizona Department of Education. (1991). *Counselor training modules and video tapes: Based on the National Career Development Guidelines Competencies* (set of 12). Phoenix: Author.

Arkansas

Contact:

C. Coy Cozart, Executive Director
Arkansas SOICC/Arkansas Employment Security Division
Employment and Training Services
Post Office Box 2981
Little Rock, AR 72203
501/682-3159

California

Contact:

Patricia Stanley
Dean, Vocational Education
Chancellor's Office for the California
Community Colleges
1107 - 9th Street, 9th Floor
Sacramento, CA 95814
916/445-0486

State-Level Approach: California has developed state education goals, a state guidance model, state boards policy, and regional accreditation guidelines for guidance programs. The NOICC grant activities focused on implementing the National Career Development Guidelines at the postsecondary level. California has legislated and provided funding for matriculation guidelines to support transition between community colleges and 4-year colleges. The National Career Development Guidelines were used to implement the matriculation guidelines. A member of the project advisory committee is working with the Western Association of Colleges and Universities to develop standards for the accreditation of career development programs. There also are state endorsed goals for K-12 career guidance programs.

Levels: Elementary, middle/junior high, high school, community college, and adult education.

Funding Sources: NOICC grant; California SOICC funding; Carl D. Perkins Vocational Education Act funds; Continuing Education Department, University of California at Chico funds for a satellite teleconference.

Dissemination: Developed a brochure, "Strengthening Career Development in California," which is used to respond to written requests and at workshops. Included references to the National Career Development Guidelines in state documents such as the "California Plan for Career-Vocational Education, Part Two: Implementation Strategies."

California (continued)

Conducted a number of orientation meetings throughout California at the request of individual institutions or at state professional meetings. Used the National Career Development Guidelines video in a special program about counseling on public television in San Francisco.

Benefits: Improved articulation, improved individual career plans, support achievement of state priorities such as matriculation, improved quality of career counseling component of counselor education programs.

Products:

California Department of Education. (1991). *Implementing the thinking curriculum: Guidelines for school counselors*. Sacramento: Author.

California Department of Education. (1987). *Individual career/academic plan*. Sacramento: Author.

*California Department of Education. (No date). *A planning model for developing a career guidance curriculum*. Sacramento: Author.

California Department of Education and the Western Association for Schools and Colleges. (1987). Quality review criterion for student services: guidance and counseling. In *Program Quality Review for High Schools: Process, Criteria, and Self-Study*. Sacramento: Author. (ERIC Document Reproduction Service Number ED 287 836)

*Chancellor's Office. (1990). *California plan for career-vocational education: Part I - Policy directions*. Sacramento: California Community Colleges, California State Department of Education. (ERIC Document Reproduction Service Number ED 301 277)

*Chancellor's Office. (1990). *California plan for career-vocational education: Part II - implementation strategies*. Sacramento: California Community Colleges, California State Department of Education. (ERIC Document Reproduction Service Number ED 319 448)

*Department of Continuing Education. (1989). *Tape of satellite video teleconference on the national career development guidelines*. Chico: California State University at Chico.

Student Services Program Review Project. (1986). *They said it couldn't be done*. Santa Ana: California Community Colleges. (ERIC Document Reproduction Service Number ED 280 518)

Colorado

Contact:

Lindsey Antel
Guidance, Placement, Corrections and
Community Based Organizations
Colorado Community College and Occupational
Education System
1391 N. Speer Blvd. Suite 600
Denver, CO 80204
303/620-4000

State-Level Approach: When the National Career Development Guidelines were introduced, Colorado had state models for community college and K-12 programs. The National Career Development Guidelines were recommended to all local educational institutions for voluntary adoption.

Levels: Elementary, middle school, high school, community college, special needs, women's programs, and at-risk students.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds; local funds.

Dissemination: Through training and information dissemination, the Colorado Community College and Occupational Education System, Colorado State University, and four regional professional development centers promoted the use of the National Career Development Guidelines in a variety of sites throughout Colorado. A publication, *Resource Book to Career Development: Colorado's Success Stories,* highlights the various strategies and programs.

Benefits: Appointment of committees to establish local career development program standards, additional funding for programs, mentors from business to assist in programs, successful employment of at-risk women, improved school retention, grades and class attendance for at-risk youth, improved scores on pre-post measure of basic life skills, improved 4-year high school plans.

Products:

*Colorado Community College and Occupational Education System. (1991). *A resource book to career development: Colorado's success stories.* Denver: Author. (ERIC in process CE 060 151)

Colorado Community College and Occupational Education System. (1981). *Unified state plan for guidance, counseling, and placement in K-6.* Denver: Author. (ERIC Document Reproduction Service Number ED 236 485)

Colorado (continued)

Colorado Community College and Occupational Education System. (1981). *Unified state plan for guidance, counseling, and placement in 7-12.* Denver: Author. (ERIC Document Reproduction Service Number ED 236 486)

Colorado Community Colleges and Occupational Education System. (1981). *Unified state plan for guidance, counseling, and placement in postsecondary.* Denver: Author. (ERIC Document Reproduction Service Number ED 236 487)

*Colorado State University. (1991). *A team approach to guiding students to excellence: A comprehensive school guidance program in Colorado.* Fort Collins: Author.

*Feller, R. (1992). *Video usage in career development. Final report.* Fort Collins: Colorado State University.

Connecticut

Contact:

Prudence Holton
Executive Director
or
Richard Wilson
Career Guidance Consultant
Connecticut Occupational Information Coordinating Committee
25 Industrial Park Road
Middletown, CT 06457
203/638-4042

State-Level Approach: Prior to the project, under the leadership of a statewide developmental guidance consortia, various programs had been conducted to acquaint local school personnel with the importance of developmental guidance programs. A state steering committee decided that the National Career Development Guidelines were compatible with the developmental and systematic guidance approach. Therefore, the Guidelines were fully incorporated into the Connecticut Developmental Guidance Curriculum.

Levels: Elementary, middle/junior high, and high school.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds; state-level professional association funds.

Connecticut (continued)

Dissemination: The Steering Committee organized and conducted three regional workshops (3 days each) for approximately 90 counselors from 45 school districts. The workshops provided technical assistance and training to the help counselors understand how to implement the National Career Development Guidelines and the Connecticut Developmental Guidance Curriculum. Training covered all aspects of program development, curriculum design, and evaluation. Staff included a member of the National Career Development Guidelines Cadre of Trainers, a local curriculum director, and a local guidance director.

Benefits: 45 districts are aware of the National Career Development Guidelines; 90 counselors in 45 districts have received in-depth training in developing career development curriculum; 45 districts have developed 3-year implementation plans; many counselors express more positive attitudes toward a sequential, developmental approach to career guidance.

Products:

Connecticut School Counselor Association, Connecticut Association for Counselor Education and Supervision, and Connecticut State Department of Education. (1991). *K-12 Developmental Guidance and Counseling Curriculum: Volume I (K-6), Volume II (6-8) and Volume III (9-12).* Middletown: Authors. (ERIC in process CE 060 149)

*Connecticut Occupational Information Coordinating Committee. (1991). *Connecticut Career Currents.* Middletown: Author. (ERIC in process CE 060 150)

Delaware

Contact:

Clifton Hutton
State Supervisor of Guidance and
and Pupil Personnel Services
Delaware State Department of Public Instruction
Box 1402, Townsend Building
Dover, Delaware 19903
302/739-4887

State-Level Approach: Delaware has used a state guidance model and state board of education policy to improve career development. A statewide committee used the National Career Development Guidelines and other sources to develop *Regulations and Guidelines for K-12 Guidance Programs.* These were approved by the State Board of Education.

Delaware (continued)

Levels: Elementary, middle/junior high, and high school.

Funding Sources: Existing and special state funds; state instructional improvement funds; state staff development funds; Carl D. Perkins Vocational Education Act funds.

Dissemination: Two 3-day seminars and two one-day workshops were held over a 12-month period to assist district planners in writing their district plan as required by the regulations. Related training was done for career counselors at bi-monthly workshops and at two ICDM workshops.

Benefits: The National Career Development Guidelines were a timely resource that was used to ensure comprehensiveness of the state regulations.

Products:

*Delaware Department of Public Instruction. (1990). *Regulations and guidelines for K-12 guidance programs*. Dover: Author. (ERIC in process CE 060 152)

District of Columbia

Contact:

Dorothy E. Jenkins, Director
Juanita J. Davis, Coordinator
Guidance and Counseling Branch
415 12th Street, NW
Washington, DC 20004
202/724-4185

State-Level Approach: The District of Columbia is using a Comprehensive Guidance and Counseling Model that was developed with emphasis on career awareness at the elementary level, career exploration at the junior high level, and career preparation at the secondary level. The National Career Development Guidelines were adopted and incorporated into the model.

Levels: Elementary, middle/junior high, and high school.

Funding Sources: Carl D. Perkins Vocational Education Act funds; District of Columbia guidance funds; business community funds.

Dissemination: A 4-day intensive staff development training workshop was held for a cadre of professionals (principals, counselors, and teachers) on the infusion approach and the implementation of the National Career Development Guidelines. Ongoing monitoring

District of Columbia (continued)

conferences were held monthly to ensure program coordination and quality delivery of services. Monthly staff development training sessions were provided with emphasis on teaming, career assessment, use of labor market information, nontraditional careers, and career resource centers.

Benefits: 723 students participated in the pilot study, 25 school teams were formed, significant increase in self-esteem of elementary students, increase in career maturity of secondary students, increase in support from administrators and community leaders, local school advisory councils were formed.

Products:

Guidance and Counseling Branch. (1990). *A comprehensive career guidance and counseling model: Investing in our children.* Washington, DC: District of Columbia Public Schools.

Guidance and Counseling Branch. (1990). *A comprehensive evaluative report on the career guidance model.* Washington, DC: District of Columbia Public Schools.

Florida

Contact:

Gary Breedlove, Manager
Florida OIS
2012 Capitol Circle SE, Suite 200
Tallahassee, FL 32399-0674
904/488-1048

State-Level Approach: The commissioner of education has endorsed the *Blueprint for Career Preparation* that includes recommended career development goals based on the National Career Development Guidelines. Based on the experiences from the model sites and other resources, the Florida Bureau of Career Development has developed a *Florida Guide to Career Development* to support the implementation of career development programs throughout the state.

Levels: Elementary, middle school, high school, and community college.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds; state-level funds; business-education partnerships support.

Dissemination: Five regional forums were conducted to disseminate the *Blueprint for Career Preparation* throughout the state.

Florida (continued)

Products:

*Florida Department of Education. (1990) *Florida guide for career development*. Tallahassee: Author.

*Florida Department of Education. (1988). *Blueprint for career preparation*. Tallahassee: Author. (ERIC Document Reproduction Service Number ED 332 006)

*Florida Department of Education. (1988). *Career education infusion task force: Report and recommendations 1988-89*. Tallahassee: Author. (ERIC Document Reproduction Service Number ED 329 649)

Florida Department of Education. (1990). *Resource guide for the blueprint for career preparation*. Tallahassee: Author. (ERIC Document Reproduction Service Number ED 332 009)

Georgia

Contact:

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Executive Director
Georgia Occupational Information Coordinating Committee
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Atlanta, GA 30303

State-Level Activities: Georgia has disseminated the National Career Development Guidelines to various education groups and is in the planning phase of developing state guidelines.

Guam

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Hawaii

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Hawaii State Occupational Information Coordinating Committee
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Honolulu, HI 96813
808/548-3496

State-Level Approach: Hawaii has developed a guidance model for the Department of Labor's School-to-Work Transition Centers located in 18 high schools. Also, an information resource handbook for the validation of articulation between competency-based services in agency and school counseling programs is available.

Levels: Elementary, middle school, high school, junior college, 4-year college, community and business, JTPA, employment service, and adult education.

Funding Sources: General funds for School-to-Work Transition Centers; NOICC Basic Assistance Grant funds.

Dissemination: The *Hawaii Career Development Guidelines Information Matrix and Resource Handbook* is a manual that identifies competencies addressed in the various counseling programs in schools, colleges, and agencies. The *Matrix* shows the priority given to each competency and the *Handbook* identifies the means of delivery of the competencies. These products help professionals make referrals and develop their own programs. Information about this approach has been disseminated through presentations at various state-level advisory committees including CIDS, School-to-Work Transition Centers, Youth Employment Conferences, and ICDM training.

Benefits: This approach has increased interagency cooperation and referral and has helped secure commitment to counseling policies in several agencies and colleges.

Products:

Hawaii Occupational Information Coordinating Committee. (1990). *Hawaii Career Development Guidelines Information Matrix and Resource Handbook*. Honolulu: Author.

Idaho

Contact:

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Idaho State Division of Vocational Education
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Boise, ID 83620
208/334-3216

State-Level Approach: A comprehensive state model, *The Idaho Comprehensive Guidance and Counseling Program Model*, has been developed and approved by the state superintendent of education. An *Idaho Comprehensive Career Guidance Model for Adults* is in progress for FY92.

Levels: Elementary, junior high school, and high school. The new adult model will include junior college, 4-year college, JTPA, employment service, and adult education.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act: Program Improvement Funds.

Dissemination: Written materials include the *Idaho Comprehensive Guidance and Counseling Program Model*, training packets, and reports from pilot sites. This effort is being guided by a 10-year implementation plan in which 12 pilot districts will be started each year 1989-1994. The implementation includes four phases: planning and designing, curriculum development, implementation, and program development and continued implementation. This information was disseminated at regional workshops and major state conferences. Staff at regional workshops included counselor educators, SOICC staff, and professional association leaders.

Benefits: National Career Development Guidelines were helpful in developing the state model. Benefits of the model include redefinition of counselor role and guidance programs and more satisfying career choices and transitions for students and clients.

Products:

*Idaho Department of Education. (1988). *Idaho comprehensive guidance and counseling program model*. Boise: Author. (ERIC Document Reproduction Service Number ED 321 180)

Idaho Department of Education. *Training Packets* (eight packets have been developed). Boise: Author.

Idaho Department of Education. *Idaho guidance curriculum center catalogue* (guidance materials and learning activities that address student outcomes suggested in the Idaho model are available for 14 days at no cost to local school districts). Boise: Author.

Illinois

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Illinois Occupational Information Coordinating Committee
Horizons
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Springfield, IL 62706
217/785-0789

State-Level Approach: Illinois is still exploring ways to use the National Career Development Guidelines to improve state-level guidelines and standards.

Dissemination: The CIDS (HORIZONS) system staff promote awareness of the National Career Development Guidelines during presentations to counselor groups. The high school competencies have been included in the HORIZONS *Counselor Handbook* by listing each of the 12 competencies, the indicators, and the Career Information System (CIS) components and activities that support the competency and indicators.

Products:

Illinois State Board of Education. (1986). *Illinois counseling and guidance by objectives handbook*. Springfield: Department of Adult, Vocational and Technical Education, Research and Development Section.

Indiana

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Iowa

Contact:

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Des Moines, IA 50309
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Iowa (continued)

State-Level Approach: The Iowa Code and Iowa Administrative Code include standards for career education and for guidance and counseling that are consistent with the National Career Development Guidelines. Iowa's law requires a sequential, articulated guidance program involving instructional and non-instructional staff, as well as counselors, students, parents, and community members. The program must include personal, educational, and career development.

Levels: Elementary, junior high, high school, community college, adult education, and JTPA.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds; Job Training Partnership Act funds.

Dissemination: Six regional training workshops were conducted to disseminate the National Career Development Guidelines, state standards, and experiences of the model sites throughout the state. In addition, staff in the 15 area education agencies were trained to provide technical assistance. Information on the National Career Development Guidelines has been included in a pre-service counselor education course to help strengthen counselor skills in this area.

Products:

*Iowa State Department of Education. (1986). *The Iowa K-12 career guidance curriculum guide for student development*. Des Moines: ISDE, Guidance Services.

*LeMars Community Schools. (No date). *Guidance program guide K-12*. LeMars, IA: Author.

Kansas

Contact:

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913/532-1812

State-Level Approach: The National Career Development Guidelines have been used to develop state guidelines for K-Adult. Special emphasis was given to using the National Career Development Guidelines to implement the Kansas state law, "Transition Planning for Developmentally Disabled Persons." This resulted in adapting the Guidelines to the needs of the developmentally disabled.

Kansas (continued)

Levels: Elementary, middle school, and high school. Special emphasis has been given to developing guidelines for transition planning for the developmentally disabled in special education programs.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds.

Dissemination: Two publications have been developed: *KANSAS CAREERS and the National Career Development Guidelines* and *Kansas Career Development Competencies and Life Skills for Transition*. Statewide dissemination has included presentations to such groups as counselors, administrators, and vocational educators at special training sessions and professional conferences.

Benefits: Increased awareness of the need for a comprehensive approach to career development, increased administrative support for career development at state and local levels, and counselors in pilot sites have become advocates due to more positive attitudes.

Products:

KANSAS CAREERS. (1990). *KANSAS CAREERS and the national career development guidelines*. Manhattan: Kansas State University.

*White, W.J. (1990). *Kansas career development competencies and life skills for transition: Local needs assessment*. Manhattan: Kansas State University. (ERIC in process CE 060 154)

Kentucky

Contact:

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Frankfort, KY 40621-0001
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Louisiana

Contact:

Director
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504/342-5149

Maine

Contact:

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Maine Occupational Information Coordination Committee
State House Station #71
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207/289-2331

State-Level Approach: Maine has developed a state guidance model and a state board approved curriculum. The Maine Guide publications present a K-Adult developmental curriculum for life choices.

Levels: Elementary, middle school, high school, junior college, JTPA, and adult education.

Funding Sources: Carl D. Perkins Vocational Education Act funds; State of Maine general funds.

Dissemination: The Maine Guide curriculum has been published and disseminated throughout the state through regional workshops.

Products:

*Bureau of Adult and Secondary Vocational Education and Maine Occupational Information Coordination Committee. (1991). *Building blocks for the future: Kindergarten - Grade 12.* Maine Guide: A Developmental Framework for Life Choices. Augusta: Maine Department of Education and Maine Department of Labor. (ERIC in process CE 060 155)

*Bureau of Adult and Secondary Vocational Education and Maine Occupational Information Coordination Committee. (1991). *Career transitions for adults.* Maine Guide: A Developmental Framework for Life Choices. Augusta: Maine Department of Education and Maine Department of Labor. (ERIC in process CE 060 156)

Maryland

Contact:

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Maryland Occupational Information Coordinating Committee
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301/333-5478

State-Level Approach: The National Career Development Guidelines have been incorporated into the *Standards for School Guidance Programs* for K-12 in Maryland. The Guidelines have been incorporated into the Maryland Career Information Delivery System's VISIONS program.

Levels: Elementary, middle school, and high school.

Funding Sources: Local school; state department; MOICC.

Dissemination: MOICC disseminates VISIONS, including training on the National Career Development Guidelines for the high school level. The Maryland State Department of Education distributes the *Standards for School Guidance Programs Handbook* to all local educational agencies. Severna Park High School in Anne Arundel County has become the model site for computerized career guidance utilizing the Guidelines.

Massachusetts

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Michigan

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Vocational Technical Education Service
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Lansing, MI 48909
517/885-0351

State-Level Approach: A policy and position paper on comprehensive guidance and counseling programs was developed to provide a basis for developing state guidelines. The National Career Development Guidelines were integrated with major state education initiatives such as the School Improvement Act (P.A. 25) that required core, outcome-based curriculum for K-12; the School Aid Act (P.A. 118) that has negative funding consequences for schools that do not provide career exploration and career portfolios for students; and Michigan's K-12 Program Standards of Quality.

Levels: Elementary, middle school, high school, community college, 4-year colleges, and various adult program settings.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds.

Dissemination: Three local sites are piloting use of the National Career Development Guidelines for program improvement including both local districts and intermediate school districts. Training has been provided by two members of the National Career Development Guidelines Cadre of Trainers. Grants have been given to counselor education institutions to strengthen the career development component of their program. Input into a Postsecondary Counselor Academy. Examination of relationship between the Guidelines and tech prep programs.

Products:

*Michigan Department of Education. (1991). *Building your student managed portfolio.* Lansing: Author.

*Michigan Department of Education. (1991). *Parent information guide: Employability skills.* Lansing: Author.

*Michigan Department of Education. (1991). *Personal and career development guide: FY 90-91.* Lansing: Author.

Michigan Department of Education. (1990). *Life/career development middle school learning activities.* Lansing: Author. (ERIC Document Reproduction Service Number ED 322 371)

Michigan (continued)

*Michigan Department of Education. (1989). *Common threads for the future: Michigan exemplary career guidance programs. Van Buren Intermediate School District*. Lansing: Author. (ERIC Document Reproduction Service Number ED 322 371)

*Michigan Department of Education. (1989). *Common threads for the future: Michigan exemplary career guidance programs. Midland County Intermediate School District*. Lansing: Author.

*Michigan Department of Education. (1989). *Common threads for the future: Michigan exemplary career guidance programs. Livonia Public Schools*. Lansing: Author. (ERIC Document Reproduction Service Number ED 332 372)

*Michigan Department of Education. (1989). *Common threads for the future: Michigan exemplary career guidance programs. Farmington Public Schools*. Lansing: Author. (ERIC Document Reproduction Service Number ED 312 523)

Michigan Department of Education. (1989). *Common threads for the future: Michigan exemplary career guidance programs. Detroit Public Schools*. Lansing: Author.

*Michigan Department of Education. (1989). *Common threads for the future: Michigan exemplary career guidance programs. Lewis Cass Intermediate School District*. Lansing: Author.

*Michigan Department of Education. (1987). *Policy and position paper on comprehensive guidance and counseling programs*. Lansing: Author. (ERIC Document Reproduction Service Number ED 295 079)

Michigan Educational Assessment Program. (1983 and 1986). *Career development assessment* (includes test booklets for Grade 4, Grade 7, Grade 10). Lansing: Michigan State Board of Education. (ERIC Document Reproduction Service Number ED 239 036)

*Vocational-Technical Service. (1991). *Employability skills learning activities*. Lansing: Michigan Department of Education.

Minnesota

Contact:

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Minnesota Occupational Information Coordinating Committee
Department of Jobs and Training
390 North Robert Street
St. Paul, MN 55101
612/296-2072

Minnesota (continued)

State-Level Approach: There is a State Board rule that mandates career and work readiness education at the secondary level. A state board of education task force has recommended that the National Career Development Guidelines and vocational education competencies be combined to provide career education standards for graduation in Minnesota. A major emphasis has been the funding of postsecondary demonstration sites through MOICC.

Levels: Elementary, junior high, high school, postsecondary, and human services agencies.

Funding Sources: NOICC grant; MOICC Basic Assistance Grant funds; Carl D. Perkins Vocational Education Act funds.

Dissemination: Copies of State Board rule were distributed to 435 schools. A state clearinghouse was established for distribution of National Career Development Guidelines materials and curriculum materials. The state guidance specialist made presentations to about 20 groups using transparencies from the *National Career Development Guidelines: Trainer's Manual.* Pilot project leaders presented workshops on the National Career Development Guidelines implementation to interested school districts and reported to the state steering committee.

Benefits: Local pilot sites at the community college level are evaluating specific student competencies to demonstrate outcome evaluation.

Products:

*Minnesota Department of Education. (1990). *The Minnesota career information system and the National Career Development Guidelines for the high school level.* St. Paul: Author.

*Minnesota Department of Education. (1990). *The Minnesota career information system and the National Career Development Guidelines for the adult level.* St. Paul: Author.

Minnesota Department of Education. (1981). *Career education: Some essential learner outcomes (K-3).* St. Paul: Career Education Division. (ERIC Document Reproduction Service Number ED 220 571)

Minnesota State Department of Education. (1981). *Career education: Some essential learner outcomes (4-6).* St. Paul: Career Education Division. (ERIC Document Reproduction Service Number ED 220 572)

Minnesota State Department of Education. (1981). *Career education: Some essential learner outcomes (7-9).* St. Paul: Career Education Division. (ERIC Document Reproduction Service Number ED 220 573)

Minnesota (continued)

Minnesota State Department of Education. (1981). *Career education: Some essential learner outcomes (10-12)*. St. Paul: Career Education Division. (ERIC Document Reproduction Service Number ED 220 574)

Minnesota State Department of Education. (1990). *Administrative rule on career and work readiness*. St. Paul: Author.

*Rochester Public Schools. (1991). *Guidance renewal implementation handbook. Appendix B — 1990-91*. Rochester, MN: Author.

Mississippi

Contact:

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Labor Assistance Division
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601/359-3412

State-Level Approach: Mississippi has no statewide career guidance standards. However, the National Career Development Guidelines project advisory committee has proposed adoption of the Guidelines at the state level. The National Career Development Guidelines have been presented to school superintendents at a regional conference. Mississippi has worked extensively to develop and implement standards for the state certification of school counselors.

Levels: Elementary, middle school, high school, and community college.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds.

Dissemination: Copies of the National Career Development Guidelines were disseminated at five regional meetings attended by school superintendents, principals, and counselors. Presentations were also given at the Mississippi Counselor Association Conference, the Mississippi Summer Vocational Conference, and the Mississippi Association of School Administrators.

Benefits: More school districts are organizing and implementing comprehensive career guidance programs.

Mississippi (continued)

Products:

Bureau of Planning and Policy. (1987). *Mississippi counselor assessment instrument*. Jackson: Mississippi State Department of Education. Author. (ERIC Document Reproduction Service Number ED 321 173)

Missouri

Contact:

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Missouri Occupational Information Coordinating Committee
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State-Level Approach: A survey of the major agencies that serve adults, such as JTPA, vocational rehabilitation, the employment services, and adult education was conducted and a set of common core competencies was developed. At the K-12 level, the *Missouri Comprehensive Guidance Model* is state approved and fully documented through a set of materials that can be purchased for use in other states.

Levels: Elementary, junior high, high school, postsecondary, and human services agencies.

Funding Sources: NOICC grant; Job Training Partnership Act funds.

Dissemination: A state advisory committee of agencies providing career development services to adults worked cooperatively to disseminate the National Career Development Guidelines throughout each agency, to identify common client competencies, and to strengthen interagency cooperation.

Benefits: Strengthening of adult service and reduction of duplication of services.

Products:

Missouri Department of Education. *Missouri comprehensive guidance: A model for program development, implementation and evaluation*. Columbia: Instructional Materials Laboratory, 908 Woodson Way, University of Missouri-Columbia, Columbia, MO 65211. (Order No. CE-75-1)

Missouri Occupational Information Coordinating Committee. (1988). *Adult guidance competency survey*. Jefferson City: MOICC. (In *National Career Development Guidelines Local Handbook: Community and Business Organizations*).

Montana

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406/444-2741

State-Level Approach: The National Career Development Guidelines have been recognized and approved by the Montana Council on Vocational Education.

Dissemination: Training on the National Career Development Guidelines was conducted at several SOICC workshops. Competencies were distributed to counselors and teachers throughout the state.

Nebraska

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402/471-4811

State-Level Approach: Nebraska is focusing on implementing the Nebraska School Counseling Program, which incorporated the National Career Development Guidelines. They also have recommended levels of funding for guidance in the state vocational education plan.

Levels: Junior high school and high school with emphasis on at-risk students.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds.

Dissemination: The state model is being disseminated through workshops conducted by the regional educational service units during the upcoming year.

Benefits: Systematic program development has resulted in the hiring of an additional counselor in one district and improved responsiveness to the special needs of at-risk youth.

Nebraska (continued)

Products:

*Nebraska Career Information System and Nebraska Department of Education. (1991). *Putting the pieces together: Learning activities for guidance and counseling*. Lincoln: Author.

Nebraska Department of Education. (1989). *Nebraska career guidance program handbook*. Lincoln: Author. (Revised for national distribution under title, *Developmental guidance classroom and small group activity guides*. Four volumes Grades K-3, grades 4-6, grades 7-9, and grades 10-12. Contact: Vocational Studies Center, University of Wisconsin - Madison, Publications Unit, Department AI, 964 Educational Services Building, 1025 West Johnson Street, Madison, WI 53706). (ERIC Document Reproduction Service Number ED 314 693)

*Nebraska Department of Education. (1991). *Nebraska school counseling program guide*. Lincoln: Author. (ERIC in process CE 060 159)

Nevada

Contact:

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State-Level Approach: Nevada is implementing the National Career Development Guidelines through state legislation, state education goals, a state board approved curriculum, and a state guidance model. Major funding has been provided for the Nevada Career and Occupational Guidance and Counseling Course of Study, a state-level curriculum that is mandated for grades 7-12. A K-6 mandated course of study for guidance and counseling will be implemented during the next three years. Community colleges are required to implement the National Career Development Guidelines with Carl D. Perkins Basic Grant monies during the next three years.

Levels: Middle school, high school, and junior college.

Funding Sources: Carl D. Perkins Vocational Education Act funds; state funds; Elementary and Secondary Education Act, Chapter II funds; local district funds.

Nevada (continued)

Dissemination: Each district K-12 and each community college is receiving a workshop on appropriate grade level materials and the National Career Development Guidelines materials. The Guidelines will be presented at state counselor conventions and regional counselor association meetings.

Benefits: Mandated career guidance and counseling programs from kindergarten through community college.

Products:

Nevada Department of Education. (1990). *Nevada career and occupational guidance and counseling course of study*. Carson City: Author.

New Hampshire

Contact:

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SOICC of New Hampshire
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State-Level Approach: New Hampshire has developed a crosswalk that compares the National Career Development Guidelines competencies with other major career development efforts including the New Hampshire Comprehensive Guidance and Counseling Program, the Jobs for American Grads (JAGS) Program, and the New Hampshire Job Training Council Pre-Employment Program. The SOICC of New Hampshire has developed a *Job Notes '90 Curriculum* that references the National Career Development Guidelines to support the achievement of student competencies.

Levels: Junior high and high school.

Funding Sources: NOICC grants; extensive state funds have been provided for implementation of the New Hampshire Comprehensive Guidance and Counseling Program.

Dissemination: The project started with an orientation and awareness session. Based on expressed interest after this session, four districts have been selected as pilot sites and are participating in more intensive training to develop local program plans.

New Hampshire (continued)

Benefits: Counselor attitudes have changed, and they no longer see the career component as an "add on." The Guidelines have also provided a systematic way to assess student needs through use of the competencies.

Products:

*New Hampshire State Department of Education. (1988). *New Hampshire comprehensive guidance and counseling program.* Concord: Author. (ERIC Document Reproduction Service Number ED 294 122)

*Randall, J.D. (1990). *Job notes '90 curriculum: A career development unit addressing the competency statements from the National Career Development Guidelines.* Concord: SOICC of New Hampshire. (ERIC in process CE 060 162)

SOICC of New Hampshire. (1991). *Matrix of competencies across four major career development programs* (70 pieces of curriculum in 20 units and 216 K-12 lesson plans). Concord: Author. Contact SOICC of New Hampshire for more information.

SOICC of New Hampshire. (1991). *Job notes '91 curriculum box: Development programs.* Concord: Author.

New Jersey

Contact:

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New Jersey State Department of Education
Northeast Curriculum Coordination Center
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908/290-1900

State-Level Approach: Because of the strong emphasis on local control of education, New Jersey is focusing on funding local sites rather than developing state standards. One site has completed a 3-year funded project.

Levels: Elementary, junior high, and high school.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds; state education funds.

Dissemination: 25 sites selected by the New Jersey School Counselor Association are being trained in a joint initiative. Eight sites are developing K-6 programs in conjunction with New Jersey Technology Education Proficiencies.

New Jersey (continued)

Products:

*Neptune Township Public Schools. (1990). *Career guidance lesson plans for grades K-12.* Neptune, NJ: Author. (ERIC Document Reproduction Service Number ED 324 537)

*Neptune Township Public Schools. (1991). *A New Jersey comprehensive career development program model.* Neptune, NJ: Author. (ERIC in process CE 060 161)

New Mexico

Contact:

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State-Level Approach: New Mexico has developed, piloted, and distributed a handbook for using the career center approach.

Levels: High school.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds; JTPA funds.

Dissemination: A counselor handbook, *Developing a Career Center,* was developed and mailed to all high school counselors. High schools were invited to compete for career center grant awards. A workshop was presented on specifics of setting up a career center at school counselor and administrator conferences. The pilot high school career centers have invited nearby school counselors to a one-day tour of their site.

Benefits: The National Career Development Guidelines have provided an impetus for a coordinated state effort to establish a network of high school career centers.

Products:

*Guthrie, B. and Others. (1990). *A career center handbook for New Mexico's high school counselors.* Alamogordo: New Mexico State University. (ERIC in process CE 060 172)

New York

Contact:

David J. Nyhan, SOICC Director
New York Department of Labor
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State Campus
Albany, NY 12240
518/457-6182

State-Level Approach: New York is encouraging the use of the National Career Development Guidelines as a state guidance model. This is a cooperative effort between the New York SOICC and the Bureau of Occupational Education Grants and Field Services. The major focus is on the middle school level with mini-grants being given to 10-15 pilot programs.

Level: Middle school.

Funding Sources: Carl D. Perkins Vocational and Applied Technology Education Act funds; NOICC Basic Assistance grant; NOICC grant; local funds.

Dissemination: Used National Career Development Guidelines materials along with a fact sheet. Gave presentations at statewide meetings. Promoted through various publications including one that reached 40,000 vocational educators and another that listed exemplary programs. Used mini-grants for training local personnel and technical support during implementation.

Benefits: Strengthen middle school career development competencies at this crucial period for educational planning and school retention.

Products:

New York State Education Department. (1985). *Guidance and counseling: Ensuring the rights of students.* Albany: NYSED, Occupational Education Civil Rights Technical Assistance Unit. (ERIC Document Reproduction Service Number ED 270 695)

North Carolina

Contact:

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919/733-6700

North Carolina (continued)

State-Level Approach: The North Carolina Community College System's Commission on the Future released a report in 1989 that emphasized the need to develop and implement a strong student assessment, academic planning, and career counseling system and to eliminate barriers that restrict student access. The North Carolina Department of Community Colleges developed goals based on the National Career Development Guidelines. North Carolina is also using the Guidelines to develop quality elementary sites.

Levels: Elementary and community college.

Funding Sources: NOICC grant; state education funds; local community college funds.

Dissemination: A manual, *Community College Comprehensive Career Development Model*, was developed through Central Piedmont Community College. Meetings were held with student development officers from four community colleges to disseminate information being used at the pilot site. Use of on-campus advisory boards. Two teleconferences on career development were conducted in cooperation with the state department of education's vocational education and teacher education sections. Continuing educational credit was provided for counselors.

Benefits: Improved career and curriculum program counseling; addition of a career development course; development of a career center; development of a job placement center; infusion of career development into curriculum; increased administrative support; formation of an advisory committee of business and education leaders.

Products:

*Central Piedmont Community College. (1991). *Community college comprehensive career development model*. Charlotte, NC: Author. (ERIC in process CE 060 163)

Commission on the Future of the North Carolina Community College System. (1989). *Gaining the competitive edge: The challenge to North Carolina's community colleges*. Raleigh: North Carolina Community College System. (ERIC Document Reproduction Service Number ED 308 288)

North Dakota

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701/224-2733

North Dakota (continued)

State-Level Approach: The North Dakota state legislature has passed legislation on career guidance and development programs. The law is based on the National Career Development Guidelines. State education goals have been developed from the legislation. In addition, endorsements from education-related associations and agencies have helped to promote the use of the National Career Development Guidelines.

Levels: Elementary, junior high, and high school.

Funding Sources: NOICC grant; Department of Public Instruction obtained an Elementary and Secondary Education Act, Chapter II grant; Carl D. Perkins Vocational Education Act funds; SOICC Basic Assistance Grant funds.

Dissemination: The National Career Development Guidelines materials were used along with curriculum guides from Grand Forks Public Schools, Nebraska, and Maine. Three trainers (SOICC Director, state vocational guidance consultant, and state guidance consultant) have presented the Guidelines to various committees, agencies, and conferences around the state. Two workshops have been designed and implemented. The first acquaints the site with career development programs and student competencies. It prepares them to complete needs assessment and sell the program to other staff. The second, held six months later, teaches skills in curriculum development. The workshops are attended by site teams including a counselor, an administrator, and a teacher.

Benefits: Career development has been linked to other priorities such as drug free school programs. Faculty are working in teams (including teachers and counselors) to improve school curriculum. Guidance is seen as part of the total educational program.

Products:

*Grand Forks Public Schools. (1988). *Career development activities for teachers of K-6 and elementary guidance counselors*. Grand Forks, ND: Author.

State of North Dakota. (1988). *State law: Career guidance and development programs*. Bismarck: Author. (In *National Career Development Guidelines State Resource Handbook*)

Northern Mariana Islands

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Ohio

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State-Level Approach: The Ohio Department of Education has developed the *Comprehensive Guidance and Counseling Program Validation Summary*. This combines the State Rule defining school guidance services with the requirements for outcome accountability of federal vocational education legislation. The state plan for vocational education requires guidance programs to use the National Career Development Guidelines or other similar competency-based models to assess student outcomes.

Levels: Middle School, high school, and adult education.

Funding Sources: Carl D. Perkins Vocational Education Act funds.

Dissemination: Extensive dissemination of the *National Career Development Guidelines Local Handbooks*, NOICC fact sheets that describe career development efforts, lists of resource materials developed by state, videos from NOICC and Arizona counselor training series. Extensive training has been conducted through a 3-day training session for guidance directors; 12 half-day local orientation sessions conducted by state staff; two 2-day regional training workshops for counselors, counselor educators, guidance directors, and supervisors; and a presentation at All Ohio Guidance Conference. Training combined expertise of state guidance staff and a member of the National Career Development Guidelines Cadre of Trainers.

Benefits: Strengthening the career development component of counselor education; use of National Career Development Guidelines in combination with other competency-based guidance model to promote comprehensive guidance programs.

Products:

Ohio Department of Education. (1989) *Opening all options: Middle school and junior high school career guidance.* Ann Arbor: ERIC Counseling and Personnel Services Information Center, College of Education, University of Michigan.

*Ohio Department of Education. (1989). *Effects of career guidance: 1988-1989.* Columbus: Author. (ERIC Document Reproduction Service Number ED 314 643)

Ohio (continued)

*Ohio Department of Education. (No date). *Comprehensive guidance and counseling program validation summary.* Columbus: Author. (ERIC in process CE 060 173)

*Ohio Department of Education. (1989). *Using the Ohio career information system with Ohio's career development blueprint which includes the national career development guidelines (middle school, high school and adult levels).* Columbus: Author. (ERIC in process CE 060 174)

Oklahoma

Contact:

Belinda McCharen
Coordinator of Vocational Guidance
Oklahoma Department of Vocational
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Stillwater, OK 74074
405/743-5158

State-Level Approach: Oklahoma standards for career guidance programs include 13 standards for local school districts. A developmental guidance model, *Building Skills for Tomorrow,* based on the Wisconsin Developmental Guidance Model, provides the model for guidance programs. The National Career Development Guidelines have been used to strengthen the career counseling area of this model. The State Department of Vocational and Technical Education has established a standard for program evaluation for vo-tech schools that requires guidance services, directed by a certified or licensed counselor, for adult students.

Levels: Elementary, junior high, high school, and adult vocational education.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds; Oklahoma state vo-tech funding (State HB 1017).

Dissemination: State-level Career Specialists have worked with local districts to help them develop comprehensive plans for improving the career guidance program. They use on-site computer services to score local needs assessment. The National Career Development Guidelines have been presented during Improved Career Decision Making (ICDM) workshops. The state career information delivery system has matched student competencies to various aspects of the system. The Career Development Service has developed a book of program activities tied to the students competencies. These have been developed for grades K-12 with at least four activities per grade level for each of four core subject areas. State professional association newsletters have been used to disseminate information.

Oklahoma (continued)

Benefits: Improvement of the career component of school counseling programs; increased accountability based on learner outcomes.

Products:

*Oklahoma State Department of Education. (1988). *Building skills for tomorrow: A developmental guidance model*. Oklahoma City: OSDE, Guidance and Counseling Section. (ERIC Document Reproduction Service Number ED 321 181)

Oklahoma Department of Vocational and Technical Education. (1991). *Career development activities*. Stillwater: Author.

Oklahoma Department of Vocational and Technical Education. (1990). *Local schools needs assessment*. Stillwater: Author.

*Oklahoma Department of Vocational and Technical Education. (1991.) *A guidebook to building skills for tomorrow: A developmental guidance model and the national career development guidelines*. Stillwater: Author. (ERIC in process CE 060 175)

Oregon

Contact:

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Department of Education
700 Pringle Highway SE
Salem, OR 97310
503/378-5585

State-Level Approach: Oregon Administrative Rules require Career Education — K-12; Career Development — ½ unit for high school graduation either through infusion or separate course; and Guidance and Counseling — students have 4-year plan updated annually plus other guidance services. Comprehensive goals are being written for career development for grades 3, 5, 8, and 11 that will be used as a basis for statewide assessment in career development. The Oregon Educational Act for the 21st Century will implement many of the recommendations of the National Center on Education and the Economy's recommendations in the report, *America's Choice: high skills or low wages!* The Personnel and Labor Relations Division, Recruitment and Career Services Section of Oregon's Executive Department has used the National Career Development Guidelines to develop a comprehensive career development program for state employees.

Levels: Elementary, middle/junior high, high school, and adult.

Oregon (continued)

Funding Sources: NOICC grant; state basic school support funds; Carl D. Perkins Vocational Education Act funds; Job Training Partnership Act funds; local school district and community college funds; Oregon lottery funds.

Dissemination: Several publications were developed, including *Schoolwork, Lifework: Integrating Career Information into High School Career Development Programs.* Extensive workshops and technical assistance was provided to local sites. A career development consultant from a community college was used to develop a state employee career development program. For the Oregon Educational Act for the 21st Century, a statewide in-service program to improve secondary and postsecondary career guidance and counseling will use the National Career Development Guidelines as its framework.

Products:

Oregon Department of Education. (1986). *Oregon administrative rules: Chapter 581--Department of Education, standards for public elementary and secondary schools.* (In *National Career Development Guidelines State Resource Handbook*).

Oregon Occupational Information Coordinating Committee, Oregon Department of Education, Oregon Career Information System. (1988). *Integrating Oregon career information materials into comprehensive career development, guidance and counseling programs: A training guide for high school counselors, teachers and administrators.* Salem: OOICC. (ERIC Document Reproduction Service Number ED 322 376)

*Oregon Occupational Information Coordinating Committee, Oregon Career Information System. (1989). *Schoolwork, lifework: Integrating career information into high school career development programs.* Salem: OOICC. (ERIC Document Reproduction Service Number ED 323 340)

*Portland Public Schools. (1986). *Elementary school pre-K career guidance users handbook.* Portland, OR: Author. (ERIC Document Reproduction Service Number ED 276 961)

*Portland Public Schools. (1986). *Elementary school grades K-3 career guidance users handbook.* Portland, OR: Author. (ERIC Document Reproduction Service Number ED 276 962)

*Portland Public Schools. (1986). *Elementary school grades 4-5 career guidance users handbook.* Portland, OR: Author. (ERIC Document Reproduction Service Number ED 276 963)

*Portland Public Schools. (1985). *Middle school career guidance users handbook.* Portland, OR: Author. (ERIC Document Reproduction Service Number ED 266 402)

*Portland Public Schools. (1985). *High school career guidance users handbook.* Portland, OR: Author. (ERIC Document Reproduction Service Number ED 266 401)

Pennsylvania

Contact:

Fritz Fichtner, Director
Pennsylvania Occupational Information Coordinating Committee
1224 Labor and Industry Building
Harrisburg, PA 17120
717/787-8646

State-Level Approach: Several competencies in the National Career Development Guidelines relate directly to the Pennsylvania Common Goals for Education, which are mandated for each school district. State regulations for pupil personnel services also provide a basis for the development and improvement of career guidance programs.

Levels: Elementary, middle school, and high school.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds; Pennsylvania State University; state in-kind services.

Dissemination: A participant manual was developed for the Pennsylvania Workshop on Career Development. The workshop, organized by Pennsylvania State University, the Department of Education, and the Pennsylvania SOICC, was a 2-day training program for more than 80 participants.

Benefits: Improved guidance and counseling program; greater involvement of the SOICC in education initiatives.

Products:

Herr, E.L. (1991). *Pennsylvania career development participant manual.* University Park: Pennsylvania State University.

Waynesboro Area School District. (1988). *Training teachers in classroom infusion.* Waynesboro, PA: Author.

Puerto Rico

Contact:

Jesus Hernandez-Rios
Executive Director
Puerto Rico Occupational Information Coordinating Committee
P.O. Box 366121
San Juan, PR 00936-6112
803/734-8442

Puerto Rico (continued)

State-Level Approach: Local education system legislation was revised last year. While the National Career Development Guidelines have not been incorporated as yet, efforts will be made to help the Department of Education be aware of the benefits of using them in counseling programs.

Dissemination: Activities include providing information about the National Career Development Guidelines in SOICC tabloids and bulletins and at meetings.

Rhode Island

Contact:

Arthur Tartaglione
Education Specialist (Guidance Contact)
Rhode Island Department of Elementary and
Secondary Education
22 Hays Street
Providence, RI 02908-5025
401/277-2691

State-Level Approach: The state vocational education plan states that the Department will investigate the efficacy of implementing the National Career Development Guidelines.

South Carolina

Contact:

Lynne Hufziger
Education Associate
Occupational Education
912-E Rutledge Building
1429 Senate Street
Columbia, SC 29201
803/734-8442

State-Level Approach: An amendment to the existing state education legislation mandating career guidance was passed in 1989. A state model, *South Carolina Comprehensive Career Guidance Programs: A Model for Program Development*, has been developed. It includes South Carolina's mission related to preparation for work, student competencies, staff role descriptions, and non-commercial guidance resources.

South Carolina (continued)

Levels: Elementary, junior high, and high school.

Funding Sources: NOICC grant; SCOICC Basic Assistance Grant; SCOIS user fees; Carl D. Perkins Vocational Education Act funds; state vocational education funds; South Carolina Education Improvement Act funds (act recently amended to include career guidance).

Dissemination: A brochure was developed. A presentation was given at the University of South Carolina Career Guidance Institute. State staff gave a statewide workshop for teachers, counselors, and administrators. A presentation was given at the state career education conference.

Benefits: The National Career Development Guidelines have provided a framework that supported the development of state standards. They provided a sequential set of guidance goals and objectives. This effort has strengthened ties between SCOICC and the guidance community.

Products:

*South Carolina State Department of Education. (1987). *Career and technology awareness: An elementary curriculum resource guide*. Columbia: Author. (ERIC Document Reproduction Service Number ED 289 012)

*South Carolina State Department of Education. (1989). *Comprehensive career guidance program for grades K-12*. Columbia: Author.

*South Carolina State Department of Education. (1989). *Exploring career options*. Columbia: Author.

*South Carolina State Department of Education. (1985). *Job keeping skills*. Columbia: Author. (ERIC Document Reproduction Service Number ED 260 234)

*South Carolina State Department of Education. (1982). *Job seeking — How & where*. Columbia: Author.

South Carolina State Department of Education. (1982). *Job seeking – How & where: Instructor's guide*. Columbia: Author.

South Carolina State Department of Education. (1987). *Picking your path: Teacher's guide*. Columbia: Author.

*South Carolina State Department of Education. (1985). *Vocational guidance and placement planning guide*. Columbia: Office of Vocational Education, Vocational Guidance and Placement Unit. (ERIC Document Reproduction Service Number ED 278 923)

South Dakota

Contact:

Phillip George
South Dakota Department of Labor
Kneip Building
700 Governors Drive
Pierre, South Dakota 57501-2277
605/773-3101

State-Level Approach: Currently, South Dakota has not adopted the National Career Development Guidelines. The Department of Education is currently in the process of developing a South Dakota Comprehensive Guidance and Counseling Program Model. It is in the second year of a 3-year planned development and field test process.

Tennessee

Contact:

Sam McClanahan, Consultant
Guidance and Special Needs Programs
Division of Vocational Education
205 Cordell Hull Bldg.
Nashville, TN 37243-0383
512/463-9443

State-Level Approach: Tennessee has used the National Career Development Guidelines to develop a Comprehensive Career Development Program (CCDP) for Tennessee. The model is supported by curriculum materials, test materials, mentoring guidelines, career center guide, local school planning form, guidelines for developing an individual career plan, 2-week planning calendar, activities guide, parent folder, orientation film, and other materials to accelerate the development of CCDP competencies.

Levels: High school.

Funding Sources: Carl D. Perkins Vocational Education Act funds.

Dissemination: A variety of products were developed to support the implementation of the CCDP. Initially nine pilot districts were selected. Numerous workshops were conducted throughout the state. Now that a workable model has been developed, future plans center on establishing an ongoing academy to provide administrators, counselors and teachers with intensive in-service training. This is being developed through a grant to the University of Tennessee at Knoxville.

Tennessee (continued)

Products:

*Department of Technological and Adult Education. (1989). *Career development: Preparing for the 21st century.* Comprehensive Career Development Project for Secondary Schools in Tennessee. Knoxville, TN: The University of Knoxville. (ERIC in process CE 060 164)

*Department of Technological and Adult Education. (1989). *Comprehensive career development programs: Reflections of participants.* Comprehensive Career Development Project for Secondary Schools in Tennessee. Knoxville, TN: The University of Knoxville. (ERIC in process CE 060 165)

*Department of Technological and Adult Education. (1990). *Comprehensive career development program: The second year.* Comprehensive Career Development Project for Secondary Schools in Tennessee. Knoxville, TN: The University of Knoxville. (ERIC in process CE 060 166)

*Department of Technological and Adult Education. (1989). *Community resource guide.* Comprehensive Career Development Project for Secondary Schools in Tennessee. Knoxville, TN: The University of Knoxville. (ERIC in process CE 060 169)

*Department of Technological and Adult Education. (1989). *Process guide for developing a comprehensive career development program.* Comprehensive Career Development Project for Secondary Schools in Tennessee. Knoxville, TN: The University of Knoxville. (ERIC in process CE 060 171)

*Department of Technological and Adult Education. (1989). *Career center guide.* Comprehensive Career Development Project for Secondary Schools in Tennessee. Knoxville, TN: The University of Knoxville. (ERIC in process CE 060 168)

*Department of Technological and Adult Education. (1989). *Guidelines for developing a vocational fair.* Comprehensive Career Development Project for Secondary Schools in Tennessee. Knoxville, TN: The University of Knoxville. (ERIC in process CE 060 170)

Texas

Contact:

Sylvia Clark, Director
Vocational Guidance Programs
1701 North Congress Avenue
Austin, TX 78701
512/463-9446

Texas (continued)

State-Level Approach: Texas has state educational goals and a model state program. This is based on the National Career Development Guidelines and is supported by several publications to help local programs implement the Comprehensive Career Development Guidance Program.

Levels: Elementary, middle/junior high, high school, and junior college.

Funding Sources: Carl D. Perkins Vocational and Applied Technology Education Act: Program Improvement Funds.

Dissemination: Support materials have been developed, including a model implementation guide, a career resource center handbook, and guidelines for conducting a career investigation program (grades 7, 8, or 9). Presentations have been given at statewide meetings, and regional counselor institutes have been conducted.

Products:

*Texas Education Agency. (1990). *Comprehensive career development guidance program handbook.* Austin: Author. (Available from the Development and Education Center, Commerce, TX: Phone 800/356-3382).

*Texas Education Agency. (1990). *Career resource center handbook.* Austin: Author. (Available from the Development and Education Center, Commerce, TX: Phone 800/356-3382).

*Texas Education Agency. (1990). *Guidelines for conducting a quality career investigation program.* Austin: Author. (Available from the Development and Education Center, Commerce, TX: Phone 800/356-3382).

Utah

Contact:

Lynn Jensen, Specialist
Vocational Guidance and Counseling
250 East 500 South
Salt Lake City, UT 84111
801/538-7851

State-Level Approach: Early in 1988, the Utah state legislature required the State Board of Education to implement minimum standards including the preparation of a student education plan beginning at the 9th grade. In 1988, a Career Development Master Plan was presented and a Career Development Task Force was created. It prepared a concept

Utah (continued)

paper describing career development as a program that was approved by the State Board of Education. As a result, Utah's competencies and indicators, which are closely based on the National Career Development Guidelines, became a priority for the Utah school system.

Levels: Middle/junior high school and high school.

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds; local school funds.

Dissemination: A publication, *Utah Comprehensive Counseling and Guidance Program*, was developed. Annual training sessions with a national consultant have been held each August for three years for counselors and administrators from each pilot school. Counseling teams from model sites have made presentations at professional meetings. Counselors from model schools are conducting local public relations activities.

Benefits: Increased visibility and definition of counseling program. Teachers have accepted the value of guidance. Clear image of program that can be communicated to public. An unanticipated benefit has been the increased professional and personal confidence of counselors.

Products:

*Utah State Office of Education. (1990). *Utah comprehensive counseling and guidance program: A proposed model for program development*. Salt Lake City: Author.

Vermont

Contact:

A. Elizabeth Ducolon, Guidance Consultant
Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501
802/828-3131

State-Level Approach: Current efforts in Vermont that can be related to the National Career Development Guidelines include state education goals and counselor licensing requirements.

Levels: Elementary, middle/junior high, and high school.

Funding Sources: Anticipate possible use of home economics and Vermont SOICC funds.

Vermont (continued)

Dissemination: Have used National Career Development Guidelines to provide support for the Vermont Department of Education's effort, "Vermont's Challenge: A Blueprint for Restructuring Vocational-Technical Education in Vermont," and in the development of a Guidance Endorsement for educator licensure.

Virginia

Contact:

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Virginia Occupational Information Coordinating Committee
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Richmond, VA 23211
804/786-7496

State-Level Approach: Virginia has passed legislation for elementary guidance effective in the 1989-90 school year. The *Standards of Quality for Virginia Schools* require career education programs for all students and K-12 pupil personnel programs that aid students in their educational, social, and career development.

Levels: Elementary, middle/junior high, high school, and junior college.

Funding Sources: NOICC grant; state education funds; state employment commission; state general revenue.

Dissemination: A publication, *Choices and Challenges*, presents the Virginia career education model. Presentations were made to counselors' conventions, local staff development programs, the Virginia Board of Education, the Superintendent of Public Instruction, and the eight regional Superintendents study groups. Training for implementation sites included four 2½ day workshops over a 1½ year time span and two visits per year by state staff.

Benefits: Development of a comprehensive approach that involves the entire education community, other community groups, and parents. Program tailored to meet the needs of the local student population.

Products:

Virginia Department of Education. (1989). *A guide for planning and developing guidance and counseling programs*. Richmond: Author.

Virginia Department of Education. (1984). *Career guidance and counseling*. Richmond: Division of Special Education Programs and Pupil Personnel Services.

Virginia (continued)

*Virginia Department of Education. (1989). *Choices and challenges: Career education in Virginia — program management guide.* Richmond: Career Education and Career Guidance, VDE.

Virginia Department of Education. (1986). *Counseling with gifted students.* Richmond: Author.

Virginia Department of Education. (1985). *Counseling with handicapped students.* Richmond: Author.

Virginia Department of Education. (1989). *Virginia state plan for career education.* Richmond: Author.

Virgin Islands

Contact:

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Student Services and Programs
Department of Education
44-46 Kongens Gade
St. Thomas, VI 00802

State-Level Approach: Counselors from St. Croix and St. Thomas are working with the state guidance coordinator to incorporate the National Career Development Guidelines into the Virgin Islands state guidance plan.

Levels: Elementary, middle/junior high, and high school.

Funding Sources: State education funds.

Benefits: Provides a framework for uniformity of career development in all schools K-12; creates accountability for counselors.

Washington

Contact:

Cal Crow
Center for Career and Work-Related Education
Highline Community College
25-5A
P.O. Box 98000.
Des Moines, WA 98198-9800
206/878-9753

State-Level Approach: A state model was published in 1988, *A Guide for Counseling and Guidance Services in Washington State Public Schools*. This guide presents a comprehensive counseling and guidance model that can be adapted for local schools. It recommends four goal areas including personal, social, educational, and career development. Many of the student competencies were adapted from the National Career Development Guidelines.

Levels: Elementary, middle school, high school, postsecondary, and adult.

Funding Sources: NOICC grant; SOICC Basic Assistance Grant funds; state public instruction funds; Carl D. Perkins Vocational Education Act funds; local district funds; and the private sector.

Dissemination: A major focus has been to raise awareness and interest in the improvement of career development programs, to mobilize and train local leadership, and to provide support as needed. In addition to the National Career Development Guidelines materials, key national reports such as the *America's Choice*, *SCANS*, and *America 2000* reports are used. A special one-day workshop is conducted for model sites. One school district has used the National Career Development Guidelines with other resources to restructure their entire education program. Another community, facing economic crises, has developed Careers Now! The state trainer conducted five 3-day train-the-trainer workshops for 83 persons who have delivered career development to 3,000 county residents through all community agencies. A 10-module program based on the National Career Development Guidelines was incorporated with an existing Adult Basic Education/GED program in a municipal jail.

Benefits: Strengthen local educational reform efforts; assisted total community with economic development; empowered diverse individuals to assist others in career development; strengthen career motivation of public offenders.

Products:

Washington Department of Public Instruction. (1988). *A guide for counseling and guidance services in Washington state public schools*. Seattle: Author.

*Wishik, A.L. Ed. (1991). *Careers now! Activities manual*. Port Angeles, WA: Port Angeles School District 121.

West Virginia

Contact:

Ben Dickens
Bureau of Vocational Technical and Adult Education
Building 6, Capitol Complex
Charleston, WV 25305
304/348-2349

State-Level Approach: West Virginia Department of Education mandates a written K-12 comprehensive guidance plan that includes an extensive career guidance component. This is supported by state legislation, state goals, the state vocational education plan, and state board policy.

Levels: Elementary, middle/junior high, and high school.

Funding Sources: NOICC grant; state level funds; local district funds.

Dissemination: Three preparatory workshops were conducted to train pilot sites and one state conference follow-up meeting. State guidelines materials have been drafted and are undergoing review and revision.

Wisconsin

Contact:

Roger Lambert
Wisconsin Career Information System
1078 Educational Sciences
1025 W. Johnson St.
Madison, WI 53706
608/263-2704

State-Level Approach: Wisconsin has had a state education standard that mandates a guidance program since 1974. An education for employment standard that also provides a basis for career guidance programs was implemented in 1991. The Wisconsin Developmental Guidance Model is presented in the publication, *School Counseling Programs: A Resource Planning Guide*. It is a comprehensive K-12 guidance model that includes student competencies in the areas of learning, personal/social, and career/vocational.

Levels: Elementary, junior high, high school, and adult.

Wisconsin (continued)

Funding Sources: NOICC grant; Carl D. Perkins Vocational Education Act funds; local district funds.

Dissemination: Extensive training has been conducted to implement the Wisconsin School Counseling Program. The National Career Development Guidelines have been used to strengthen specific outcome statements. A 72-hour career planning curriculum has been developed for the 16 technical colleges in Wisconsin. The Wisconsin Career Information System conducts workshops on developing and implementing competency-based guidance programs.

Benefits: The National Career Development Guidelines have enhanced an existing state model. The competencies provide a helpful tool for organizing activities and products.

Products:

Lambert, Roger H. (Ed.). *Supplemental handbook for implementing comprehensive developmental guidance and counseling programs in Wisconsin.* (No date). Adapted for Wisconsin from the National Career Development Guidelines. Madison: Vocational Studies Center, University of Wisconsin-Madison and Wisconsin Career Information System.

Wisconsin Department of Public Instruction. (1989). *Relationship between the Wisconsin Developmental Guidance Model and the National Career Guidance and Counseling Guidelines.* Madison: Author.

*Wisconsin Department of Public Instruction. (1986). *School counseling programs — A resource and planning guide.* Madison: Author. (ERIC Document Reproduction Service Number ED 275 925)

*Vocational Studies Center. (1991). *Developmental guidance classroom activities for use with the national career development guidelines.* (Separate volumes for K-3, 4-6, 7-9, and 10-12). Madison: University of Wisconsin - Madison.

*Vocational Studies Center. (1990). *Career planning curriculum for single parents and displaced homemakers.* Madison: University of Wisconsin - Madison.

Wyoming

Contact:

Michael J. Paris
Executive Director
Wyoming Occupational Information Coordinating Council
P.O. Box 2760
Casper, WY 82602
307/235-3642

State-Level Approach: Wyoming has contracted with the University of Wyoming to conduct various activities to implement the National Career Development Guidelines throughout the state.

Levels: No program initiated at this time.

Funding Sources: Carl D. Perkins Vocational Education Act funds.

Dissemination: A survey to assess practitioner opinions about practical applications of the National Career Development Guidelines was sent to every school counselor in Wyoming and a sample of 2,600 nationally from ASCA membership. Three 2-day workshops were conducted to train counselors in the implementation process. Counselors-in-training designed practice-based career development activities for use in integrating the National Career Development Guidelines.

Appendix B

Local Program Descriptions

In the fall of 1991, NOICC asked SOICC Directors to describe some of the local efforts to implement the National Career Development Guidelines in their state. A variety of local program descriptions are presented in Appendix B, preceded by a summary index to them. Each local description contains the following information: name of state, program name, contact person, type of institution, population served, brief description of the program, and outcomes/results, if available.

Summary Index to Local Programs

Program Setting

Elementary Schools

Iowa - Le Mars Community Schools
Minnesota - Princeton Public Schools
Minnesota - Rochester Public Schools
Oklahoma - Moore Guidance and Counseling Program K-12
Oregon - Career Education in Portland Public Schools
Pennsylvania - Waynesboro Area School District
South Carolina - Dillon School District

Middle/Junior High Schools

Iowa - Le Mars Community Schools
Minnesota - Princeton Public Schools
Minnesota - Rochester Public Schools
New Jersey - Neptune Comprehensive Career Development Program
Oklahoma - Moore Guidance and Counseling Program K-12
Oregon - Career Education in Portland Public Schools
Pennsylvania - Waynesboro Area School District
South Carolina - Dillon School District
Tennessee - Dickson County Career Development Program

High Schools

California - Woodland High School: Career Opportunity Paths in Education
Delaware - Career Guidance and Placement Program
Hawaii - School-to-Work Transition Center Program
Iowa - Le Mars Community Schools
Kansas - Career Development Pilot, Blue Valley North High School
Minnesota - Princeton Public Schools
Minnesota - Mounds View Alternative Learning Center
Minnesota - Rochester Public Schools
New Jersey - Neptune Comprehensive Career Development Program
New Mexico - New Mexico High School Career Centers
Oklahoma - Moore Guidance and Counseling Program K-12
Oklahoma - Canadian Valley Area Vocational-Technical School Comprehensive Guidance and Counseling Program
Oregon - Career Education in Portland Public Schools
Pennsylvania - Waynesboro Area School District
South Carolina - Dillon School District
Tennessee - Dickson County Career Development Program

Vocational-Technical Schools

Oklahoma - Canadian Valley Area Vocational-Technical School Comprehensive Guidance and Counseling Program
South Carolina - Dillon School District

Postsecondary Institutions

Minnesota - Riverland Technical College
Minnesota - Robbinsdale Adult Academic Program
Minnesota - University of Minnesota, Crookston
Mississippi - Northeast Mississippi Community College
North Carolina - Community College Comprehensive Career Development Model, Central Piedmont Community College

Community-Based Organizations

Minnesota - Riverland Technical College
Minnesota - Robbinsdale Adult Academic Program

Adult Education - Public Schools

Minnesota - Robbinsdale Adult Academic Program

Job Training Partnership Act

Minnesota - Robbinsdale Adult Academic Program
Missouri - St. Charles County Career Development Project

Employment Services

Missouri - St. Charles County Career Development Project

Vocational Rehabilitation

Missouri - St. Charles County Career Development Project

Business and Industry
- Hawaii - School-to-Work Transition Center Program
- Minnesota - Mounds View Alternative Learning Center

Type of Population

Adults
- Minnesota - Riverland Technical College
- Mississippi - Northeast Mississippi Community College
- Missouri - St. Charles County Career Development Project
- Oklahoma - Canadian Valley Area Vocational-Technical School, Comprehensive Guidance and Counseling Program

At-Risk
- California - Woodland High School: Career Opportunity Paths in Education
- Hawaii - School-to-Work Transition Center Program
- Kansas - Career Development Pilot, Blue Valley North High School
- Minnesota - Mounds View Alternative Learning Center
- Missouri - St. Charles County Career Development Project
- Oklahoma - Moore Guidance and Counseling Program K-12
- South Carolina - Dillon School District

Bilingual
- Oklahoma - Moore Guidance and Counseling Program K-12

Gifted
- Kansas - Career Development Pilot, Blue Valley North High School
- Oklahoma - Moore Guidance and Counseling Program K-12

Family Members
- Hawaii - School-to-Work Transition Center Program

Special Education
- Kansas - Career Development Pilot, Blue Valley North High School
- Oklahoma - Moore Guidance and Counseling Program K-12

Local Program Descriptions

California

Program Name: *Woodland High School: Career Opportunity Paths in Education (COPE)*

Contact Person:

Kevin Brown, Principal
Woodland High School
21 West School
Woodland, CA 95695
916/662-4678

California (continued)

Type of Institution: Senior high school

Population Served: Students in grades 10, 11, and 12

Description of Program: The program is completely integrated and relates the students' academic program to their future goals and careers. It is structured according to six career paths — broad areas of academic and technical study that are flexible and overlapping in nature, designed to prepare students for work in the following broad occupational and career areas: agriculture and natural resources; arts and communications; business and marketing; health and recreation; industrial technology and engineering; and social, human and governmental services. The career paths cut across traditional departmental boundaries and provide students essential skills that they can use in employment immediately after graduation or as a foundation for postsecondary education. The program features extensive career exploration and comprehensive career guidance; it enjoys broad parental and community support.

Outcomes/Results: The number of students completing the courses required to enter the University of California system has more than doubled; significantly more students pursue postsecondary education than previously; and the school's dropout and suspension rates have declined. The program has become recognized as a model for the nation.

Delaware

Program Name: *Career Guidance and Placement Program*

Contact Person:

Sydney Goldberg, Career Counselor
William Penn High School
Career Center
712 Basin Road
New Castle, Delaware 19720
302/323-2846

Type of Institution: High school developmental career center

Population Served: 2,000 students in grades 9-12. Students are from inner city, suburban, and rural homes. Socioeconomic levels cover a broad spectrum.

Description of Program: This career center is staffed by five full-time staff members and a secretary, under the supervision of a career guidance and placement counselor. The center is separate from, yet complementary to, four other counseling centers in the school. The program combines career development with career counseling, job placement,

Delaware (continued)

cooperative programs, and other career-related efforts. The center includes career information through technology, as well as hard copy.

Outcomes/Results: This center has fully integrated career development with classroom programs and with the traditional comprehensive guidance program. Every student in school has an opportunity to develop job seeking skills, explore career options, develop a personal résumé, and obtain assistance in finding and keeping a job. Liaisons with the Department of Labor, other agencies, and business have been established.

Hawaii

Program Name: *School-to-Work Transition Center Program*

Contact Person:

Sylvia Hara-Nielsen, Administrator
Transition Center Program
Department of Labor and Industrial Relations
830 Punchbowl Street
Honolulu, HI 96813
808/548-2500 FAX: 808/548-3285

Type of Institution: Department of Labor and Industrial Relations; high schools (Department of Education)

Population Served: High school students

Description of Program: School-to-Work Transition Centers are designed to empower young people with knowledge, attitudes, and skills needed to make a successful transition from adolescence to adulthood. Services are given primarily to the student body of the host school. Services are extended to released students, dropouts, graduates, and potential students of the school. During the summer, services are rendered to families of students, public and private agencies, and the general community.

Goals: 1) Provide students and teachers of host schools and others in the community with information about careers, education, and training beyond high school; 2) Supplement career education efforts of teachers and counselors by providing all aspects of career and employment counseling, planning services, and activities; 3) Assist students with special needs that may present barriers to achieving career- or job-related goals.

Objectives: 1) Begin early student planning toward career goals and objectives; 2) Enable the individual to use career-related information resources and receive group and/or individual career and employment counseling; 3) Provide referral sources for teachers for specific career-related activities. Presentations and workshops may be conducted for groups at the Centers or in classrooms.

Hawaii (continued)

Outcomes/Results: 18 Department of Labor and Industrial Relations high school Transition Centers have consistent, articulated, competency-based career development guidelines.

Iowa

Program Name: *Le Mars Community Schools*

Contact Person:

Paula Crandell, Counselor
Le Mars Community Junior High School
977 3rd Avenue, S.W.
Le Mars, IA 51031
712/546-7022

Type of Institution: K-12 public school

Population Served: 1,200 students in grades K-12

Description of Program: A comprehensive, developmental K-12 program based on the National Career Development Guidelines. The Le Mars Community Schools have served as a demonstration site since 1987. Using the National Career Development Guidelines, program materials have been developed in a scope and sequence manner at the elementary, junior high, and high school levels with behavioral student competency statements. A major aspect of the program is a curriculum that contains specific career education topics and lesson plans to be infused into the classroom for each area and grade level. The secondary program features a career and educational planning folder that is produced by students and used with students as well as parents in a structured conference.

Outcomes/Results: Results of evaluation of curriculum units; quality of secondary career and educational plans are recorded in planning folder.

Kansas

Program Name: *Career Development Pilot*

Contact Person:

Mary Friend, Counselor
Blue Valley North High School
Overland Park, KS 66209-2711
913/345-7300

Kansas (continued)

Carol McNary, Vocational Coordinator
Box 23901
Overland Park, KS 66223-0901
913/681-4077

Type of Institution: High school (grades 9-12)

Population Served: 1,450 students, 335 in 9th grade; includes five different ethnic/racial groups and substantial numbers of students with special needs, including academically and economically disadvantaged and gifted students, as well as some with disabilities or limited English skills.

Description of Program: Established advisory committee to help with project. Developed, implemented, and compiled results of needs assessment; determined that one area of greatest need was teacher in-service training. Targeted this as one of the major categories to address. Facilitated teacher in-service training, using very successful cooperative venture to develop partnership with local business. Used their auditorium facility for presentations by personnel from various local businesses on specific skills that students will need to succeed in the workplace. Presentations stressed importance of career exploration. In-service program was for *all* teachers (about 130) and all staff.

Program focused on 9th graders because they could be followed through high school. Purchased a national interest survey and used feedback from it to put together 4-year plan with parents. Assessments and handbooks supplied to parents, especially of 9th graders. Prepared envelope to hold "College and Career Planning Information." Inserted requirements for graduation and grade level and results of survey and presented packets to parents at night meetings.

Outcomes/Results: Good progress on career preparation and awareness with staff, students, and parents. Highlighted need for additional and continued career awareness this year. Increased use of career materials at end of 1991-92 school year. Counselor will check on whether this increased use of career materials comes especially from this year's 10th grade (last year's 9th grade) class.

Several spin-offs of this pilot project within district. These counselors training other personnel. Plan to expand advisory committee to include district-wide representation for all schools.

Minnesota

Program Name: *Minnesota Riverland Technical College - Rochester Campus*

Contact Person:

Kathryn A. Monnet
Rochester Technical College
1926 College View Road E
Rochester, MN 55904
507/285-8009

Type of Institution: Postsecondary vocational education

Population Served: One- and 2-year postsecondary vocational education students

Description of Program: Pilot project leaders determined that the major need of adult students was for self-knowledge and assessment. They identified lack of staff and time to offer services as the college's major shortcoming. Staff explored appropriate programs from around the country and determined that the "Self-Directed Career Center" model met their needs. It had been developed by the Joliet Junior College for 2-year postsecondary education and community-based organizations. It is a "stand-alone" center easily integrated and enhanced by a school's existing career guidance activity.

Outcomes/Results: Our goal is that students will be able to maintain a positive self-concept; enter and participate in training; locate, evaluate, and interpret information; and make decisions and career transitions.

Program Name: *University of Minnesota, Crookston*

Contact Person:

Donald R. Cavalier
University of Minnesota, Crookston
Bede Hall, Room 106
Crookston, MN 56716
218/281-6150

Type of Institution: 2-year branch of university counseling and career center

Population Served: 1,200 freshmen and sophomores

Description of Program: The program was designed to identify areas of improvement for the Counseling and Career Center and to integrate courses with materials emphasizing career development and the National Career Development Guidelines post-

Minnesota (continued)

secondary competencies. Program content enhancements based on the competencies were to be implemented through the "program advisory committee" process. A plan was developed for introducing the competencies, committee structure, and integration process.

Outcomes/Results: The needs assessment was completed in 1990-91 and the results were published in a report.

Program Name: *Robbinsdale Adult Academic Program, Hennepin Technical College*

Contact Person:

Mary Negri
Robbinsdale Adult Academic Program
4139 Regent Avenue North
Robbinsdale, MN 55422
612/535-1790

Type of Institution: Public school district adult education program and a technical college

Population Served: Adult learners and adult student learners

Description of Program: The program goal is to build a network of career development activities combining the resources of educational and human service agencies. The project coordinator was employed jointly by the Robbinsdale District and Hennepin Technical College. This role facilitated communication in this organizationally complex pilot project. A brochure, "Building Bridges," lists the ten agencies involved in this program and the services each offers. The brochure and a "Financial Aid Video" were developed using project resources.

Outcomes/Results: The Guidelines pilot project implementation plan identifies the competencies and indicators that will be implemented in years 2 and 3.

Program Name: *Princeton Public Schools*

Contact Person:

Mary Legatt
Princeton High School
807 South 8th Avenue
Princeton, MN 55371
612/389-4101

Minnesota (continued)

Type of Institution: Local school district

Population Served: Approximately 900 elementary, middle, and secondary school students

Description of Program: The program is designed to address career development needs from kindergarten through 12th grade based eventually on a comprehensive guidance curriculum. The curriculum will include gender-free and nontraditional information. Guidance as a curriculum area is part of a 7-year review and updating cycle. As part of the Guidelines pilot project, the Guidance Department will evaluate existing curriculum and infuse the National Career Development Guidelines. District funds have been allotted for curriculum rewriting through the summer of 1992.

Outcomes/Results: Not reported, as yet.

Program Name: *Mounds View Alternative Learning Center*

Contact Person:

John Sedey
Mounds View Alternative Center
4182 North Lexington Ave.
Shoreview, MN 55126
612/482-8203

Type of Institution: Alternative (nontraditional) high school

Population Served: Appropriate students from three high schools with total enrollment of 3,000

Description of Program: The program appears to be based on the "Career Education" model. The needs assessment document was adapted from materials based on that model. The setting is an Alternative Learning Center (high school) that has broad involvement with the communities it serves via internships and on-the-job training placements. They are focusing on developing curriculum based on all 12 Guidelines competencies and will present standards and indicators to their three feeder high schools when priorities are determined. They report that they plan to participate fully in the school district's regular curriculum review cycle.

Outcomes/Results: Not reported, as yet.

Minnesota (continued)

Program Name: *Rochester Public Schools*

Contact Person:

Ron Rubado
Rochester Public Schools
Edison Building
615 7th St. SW
Rochester, MN 55902
507/285-8738

Type of Institution: Local school district

Population Served: Students in K-12, district wide

Description of Program: The district had conducted a needs survey in 1988 that pointed to the need for "career education" at all levels. Copies of the report are available on request. Resulting changes included the implementation of National Career Development Guidelines competency statement #4 for the middle school level and the hiring of three elementary school counselors. The Rochester program includes elementary, middle, and secondary levels in all district schools.

Outcomes/Results: A *Guidance Renewal Implementation Handbook 1990-91* was produced by district guidance staff following the first year of the Guidelines pilot project. Implementation and evaluation are planned in 1991-92.

Mississippi

Contact Person:

Sarah Rhodes
Northeast Mississippi Community College
Cunningham Blvd.
Booneville, MS 38829

Type of Institution: 2-year public community college

Population Served: Postsecondary and adult

Description of Program: Comprehensive career guidance program

Outcomes/Results: Students' career opportunities will be enhanced, and they will be prepared to make better career decisions.

Missouri

Program Name: *St. Charles County Career Development Guidelines Project*

Contact Person:

Val Reilly
St. Charles County Government
Office of Employment and Training Programs
2115 Parkway Drive
St. Peters, MO 63376

Type of Institution: The St. Charles County JTPA office took the lead on this project, but it continues to be a cooperative effort; it involves a number of state and local agencies that provide counseling services to students and clients in the St. Charles County area.

Population Served: Agencies involved in this project serve JTPA, employment service, vocational rehabilitation, and JOBS Program clients as well as high school and junior college students.

Description of Program: The National Career Development Guidelines have served as the focus to bring counseling staff together from seven different local agencies that provide counseling services in St. Charles County. They meet regularly to discuss interagency linkages and ways in which they can better serve their clients.

Outcomes/Results: As a result of this project and the realization of common goals, several agencies have developed referral services to other agencies within the group. For example, the Employment Security staff have referred clients to the Career Fitness Program at the St. Charles County Community College Assessment Center. This group has identified strengths and weaknesses of existing career information systems and printed materials. Changes have been made in computer systems, and new printed materials have been developed and implemented. The first edition of the *Missouri Career Guide* was a direct result of the group's emphasis of the need for this type of publication. Members of this group also provided articles for inclusion in the *Guide*.

New Jersey

Program Name: *Neptune Comprehensive Career Development Program*

Contact Person:

Russell Walling, Career Counselor
Neptune Middle School
2300 Heck Avenue
Neptune, NJ 07753
908/776-2149

New Jersey (continued)

Type of Institution: Middle and high schools

Population Served: Students in grades 6-12

Description of Program: The National Career Development Guidelines have been implemented for all students in grades 6-8 through a one-week class. High school is currently scheduled for implementation. Lesson plans have been developed, and the New Jersey CIDS has been infused in the curriculum.

Outcomes/Results: The results of student evaluations indicate a positive response to all aspects of the program. Students reported a more positive self-image.

New Mexico

Program Name: *New Mexico High School Career Centers*

Contact Person:

Charles J. Lehman, Director
New Mexico State Occupational Information
Coordinating Committee
P.O. Box 1928
Albuquerque, New Mexico 87103

Type of Institution: High schools

Population Served: High school students

Description of Program: Career Centers have been established at five schools with plans for eight more during 1991-92. The Centers have extensive written, computer, and video materials; trained professional staff; and a comprehensive office and outreach career counseling program.

Outcomes/Results: A minimum of one-third of all high school juniors and seniors have received career assessment and information at each of the high school centers during the first year.

North Carolina

Program Name: *Community College Comprehensive Career Development Model*

Contact Person:

Barbara Andrews
Career Development and Advisement
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235
704/342-6302

Type of Institution: Community college (junior college)

Population Served: Mecklenburg County, North Carolina - Charlotte, North Carolina

Description of Program: A Comprehensive Career Development program at Central Piedmont Community College integrates the efforts of three components: student services, instruction, and involvement with the community.

Outcomes/Results: Students at the college will achieve the National Career Development Guidelines competencies. The program will establish a comprehensive career center, offer seminars on various components of career development, teach career development courses, and establish a job placement center.

Oklahoma

Program Name: *Moore Guidance and Counseling - Program K-12*

Contact Person:

Pat Ross, Director of Student Services
Charlotte Bennett, Guidance and Drug Education Coordinator
Indian Education Center
2009 North Janeway
Moore, OK 73160

Type of Institution: Public schools, K-12

Population Served: The Moore Guidance and Counseling Program serves the total K-12 student population, which is approximately 17,000+ students. The student body includes: bilingual, minority, special education, and gifted and talented students, students at risk, and students in vocational programs.

Oklahoma (continued)

Description of Program: Moore Guidance, both as a concept and as a service, focuses upon youth and their future. Operating within the curriculum, guidance has as its context the individual and the decisions that ultimately only he or she can make. Our purpose is to make sure that the pupil, the teacher, and the parent understand the various phases of the individual's development and services in the Moore Public Schools that aid students in understanding the variety, depth, and breadth of personal experiences; the opportunities available; and the choices open to them by helping them recognize, interpret, and act upon their personal strengths and resources. The elementary and secondary "Guidance and Counseling Program Guides" contain goals, objectives, and competencies that formulate our comprehensive Career Guidance and Counseling Program. Our program began 20 years ago at a time when a career guidance program was essentially nonexistent; it has developed into a joint effort of counselors, teachers, and community resources.

Outcomes/Results: The methods and techniques used to foster the outcomes of our comprehensive program for each student are individual counseling, group counseling, and classroom guidance. Important concepts woven into the curriculum are the continuous development of self-esteem and the development of decision making skills that enable students to make appropriate choices for happy, healthy career lifestyles. The Guidance and Career Education Program provides a smooth transition from one grade to the next with appropriate activities in self-esteem/self-knowledge, education and occupational exploration, and career planning.

Program Name: *Canadian Valley Area Vo-Tech School Comprehensive Guidance and Counseling Program*

Contact Person:

Donna Von Tungeln
Director of Student Services
6505 East Highway 66
El Reno, OK 73036
405/262-2629

Type of Institution: Canadian Valley is an Area Vocational-Technical School serving nine comprehensive high schools and four dependent districts. The school is beginning the 22nd year of operation.

Population Served: The student population is approximately one-third adult students and two-thirds high school juniors and seniors. We define "adult" as anyone who is not enrolled in high school. We have a population of 850-900 students who are from all walks of life. They range in age from 16 to the 50s.

Oklahoma (continued)

Description of Program: We offer training at Canadian Valley AVTS in 25 occupational areas. Career guidance is an important part of this training. We begin career counseling in our sending schools in the elementary grades and continue through the middle and junior high ages with career expo and other programs. Then, beginning with sophomores, we recruit, assess, counsel, and place students in programs appropriate to their career goals. We feel our work is not complete until our job placement office can help them find employment.

Outcomes/Results: It is the philosophy of the student services team and administration of the district that a holistic approach be applied to the needs of our students. Our students are directed into training and/or career programs that will allow them to enjoy self-esteem and the benefits of productive employment. All members of the guidance team are involved to some degree in each aspect of the client's educational life. We aim for productive, happy, self-fulfilled program graduates, who will be working, contributing members of society.

Oregon

Program Name: *Career Education in Portland Public Schools*

Contact Person:

Dr. June E. Tremain, Specialist, Career/Equity Education
Portland Public Schools
2508 NE Everett
Portland, OR 97232
503/280-5858

Type of Institution: Public school district, K-12

Population Served: 56,000 students in grades K-12; 3,100 teachers

Description of Program:

1. **Career and Technical Education Resource Center:** Comprehensive teacher resource center to assist with the infusion of career education into the curriculum. Major emphasis on equity, multicultural education, creative thinking, problem solving, and cooperative learning. Materials in the center are organized by the National Guidelines' major areas: self-knowledge, educational and occupational exploration, and career planning. This helps teachers broaden their concept of career education and career development.

2. **Elementary Level:** Focus is on infusion and integration of career concepts into curricular areas such as math and science.

Oregon (continued)

3. **Middle School Level:** Middle school students (grades 6-8) participate in the "Career Horizons" program that focuses on career exploration. While the exact approach is planned annually at the building level, "Career Horizons" emphasizes infusion and activities such as career fairs.

4. **High School:** A new 9th grade class, "Career Pathways," assists students with the transition into high school. It uses cooperative learning and student involvement as keys. "Career Pathways" is being implemented in three high schools in the 1991-92 school year, and administrators hope to expand it further next year. The course is built around Guidelines competencies and stresses self-understanding and decision making within a context of lifelong change and learning.

Outcomes/Results: The Portland Public Schools see this comprehensive career education and career development program as the key to support and success of the state's educational reform program. Students are given maximum opportunity to reach their potential, to create a wide range of options, and to do things in life that are meaningful.

Pennsylvania

Program Name: *Waynesboro Area School District*

Contact Person:

Dr. Thomas Rochs
Director of Pupil Services
Waynesboro Area School District
Waynesboro, PA 17268
717/762-1191, Ext. 1221

Type of Institution: Focus on elementary and middle/junior high school levels

Population Served: 28,000 people in district service area

Description of Program: Comprehensive career guidance program developed using the National Career Development Guidelines as model. A program description and other related materials are available from Dr. Rochs.

Outcomes/Results: An improved guidance and counseling program and implementation plan that is serving as a model for other school districts in Pennsylvania.

Rhode Island

Program Name: *Vocational Counseling and Placement (a course at Rhode Island College)*

Contact Person:

Ellen Weaver Paquette
Instructor, Counselor Education Department
Rhode Island College
600 Mount Pleasant Avenue
Providence, RI 02908
401/456-8134

Type of Institution: 4-year college

Population Served: Undergraduate and graduate students enrolled in the counselor education program

Description of Program: Vocational Counseling and Placement is a required course for students enrolled in the counselor education program at Rhode Island College. One 2-hour class period is devoted to the Guidelines. Approximately 30 students took the course in the 1991 summer session. Approximately 15 students per semester take the course during the fall and spring semesters.

Outcomes/Results: Students have an increased awareness of the Guidelines. Those who are employed infuse the Guidelines into their work setting, to the extent they can.

South Carolina

Program Name: *Dillon Project*

Contact Person:

Daren Hutchison
Guidance
Dillon High School
Hwy. 301, North
Dillon, SC 29536

Type of Institution: School district, K-12, including one high school, two junior high schools, four elementary schools, and one vocational center

Population Served: Total population is 4,562 students. Dillon District Two is a rural community with a diverse industrial base of small textile and wood companies.

South Carolina (continued)

Description of Program: The Dillon Project has implemented the South Carolina Comprehensive Career Guidance Program using infusion and scheduled classroom session strategies. Curriculum resource guides, with activities for each grade level, were also developed. This program was developed by following NOICC's National Career Development Guidelines initiative and employing it as a prototype. Administrators, teachers, counselors, and other staff members have enthusiastically used these materials and strategies in the implementation of programs.

Outcomes/Results: The evaluation instrument for this program is presently being developed.

Tennessee

Program Name: *Comprehensive Career Development Program for Dickson County*

Contact Person:

Charlie Daniel, Vocational Director
Dickson County Senior High School
Dickson, TN 37055
615/446-2295

Judy Bledsoe, Vocational Guidance Counselor
Dickson County Senior High School
Henslee Drive
Dickson, TN 37055
615/446-2295

Type of Institution: School district

Population Served: Students in grades 7-12, Dickson County Public Schools

Description of Program: Guidelines competencies and student outcomes were ranked in importance, based on results of needs assessment, as follows:

1. Skills for preparing, locating, obtaining and maintaining a job.
2. Positive attitudes toward work and learning.
3. Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.
4. Knowledge of the relationship between educational achievement and career planning, training, and placement.
5. Interpersonal and social skills required for positive interaction with others.

Tennessee (continued)

6. Knowledge of the interrelationship of emotional and physical development and career decision making.
7. Knowledge of personal aptitude, achievement, interests, experience, values, and personality.
8. Knowledge of the influence of a positive self-concept on career development.
9. Skills for locating, evaluating, and interpreting information about career opportunities.
10. Knowledge of changing technology and societal needs and its influence on careers.
11. Knowledge of leisure and how it relates to career decisions and lifestyle.
12. Knowledge of the continuous changes of male/female roles and how this relates to career decisions.

Wisconsin

Contact Person:

Roger Lambert, Director
Wisconsin Career Information System (WCIS)
1078 Educational Sciences
1025 West Johnson Street
Madison, WI 53706
608/263-2704

Career Development Consultant
Department of Public Instruction
Bureau of Pupil Services
P.O. Box 7841
125 South Webster Street
Madison, WI 53707
608/266-9677

Dennis Van Den Heuvel, Chair
Department of Counseling and Psychology
University of Wisconsin — Stout
Menomonie, WI 54751
715/232-2252

Type of Institution: Elementary, junior high, high school, and adult sites

Population Served: K-12 students as well as adults

Description of Program: Since 1974 Wisconsin has had a state education standard that mandates a guidance program. A new education for employment standard that also provides a basis for career guidance programs was implemented in 1991.

Wisconsin (continued)

The Wisconsin Developmental Guidance Model is presented in the publication, *School Counseling Programs: A Resource Planning Guide*. It is a comprehensive K-12 guidance model that includes student competencies in learning, personal and social, and career or vocational areas.

The WCIS program is a comprehensive developmental guidance resource. It has related all materials to the Wisconsin Developmental Competencies and to the National Career Development Guidelines student indicators of achievement. A *Supplemental Handbook for Implementing Comprehensive Developmental Guidance and Counseling Programs in Wisconsin* has been developed and widely disseminated. The book integrates the National Career Development student indicators into the Wisconsin Developmental Guidance Competencies. Most K-12 schools are implementing the Wisconsin Developmental Guidance model and using WCIS and the National Career Development Guidelines student indicators.

A 72-hour career planning and development curriculum, based on the National Career Development Guidelines and WCIS, has been developed and has been implemented in each of the 16 technical colleges in Wisconsin. A 32-hour supplemental curriculum, based on the Guidelines, is under development and will be implemented in 1992.

The Wisconsin Career Information System conducted 11 Developmental Guidance Workshops on developing and implementing competency-based guidance programs this past year. These workshops integrated WCIS resources, National Career Development Guidelines student indicators, and the state guidance model into a systematic planning program for local school staff to use in developing their programs.

Outcomes/Results: Wisconsin is well into implementation of developmental guidance using the State Developmental Guidance Model with the addition of the National Career Development Guidelines student indicators. The Wisconsin Career Information System has referenced all of its materials to these competencies and indicators and is the primary deliverer of training and staff development for the integration of resources and competencies into local programs at the K-12 and adult levels.

Wyoming

Program Name: *Career Exploration Through Group Process*

Contact Person:

Brenda Freeman
University of Wyoming
Educational Psychology and Counseling
Box 3374
Laramie, WY 82071
307/766-2366

Wyoming (continued)

Type of Institution: State university

Population Served: 30 State of Wyoming counselors, some of whom work with K-12 populations, while others work in junior high or high school settings.

Description of Program: Three 2-day workshops were designed and held for ten school counselors each. The purpose of the workshops was to assist school counselors in doing competency-based career groups, using the National Career Development Guidelines as the competencies.

Outcomes/Results: 30 school counselors are prepared to use the Guidelines in career group work within Wyoming schools.

The Authors

D. Stuart Conger is the Executive Director of the Canadian Guidance and Counselling Foundation, which grants funds to Canadian universities and colleges for research and development in career counseling. Before assuming this position, he was the Director-General of Employment Support in the Canada Employment and Immigration Commission. He has also served as the Executive Director of Saskatchewan NewStart, which was a curriculum development project to invent new methods of counseling and training adults who were educationally disadvantaged.

Mr. Conger founded the National Consultation on Vocational Counselling, the annual conference on career counseling in Canada. He has been president of the Canadian Guidance and Counselling Association and vice president of the International Association for Educational and Vocational Guidance. He is a graduate of the University of British Columbia and has been an occasional graduate student at a number of other universities in Canada and the United States.

Cal Crow is a co-founder of the Center for Career and Work-Related Education, a nonprofit organization located in Washington state. He is a counselor, counselor educator, and consultant. He is the Washington State Coordinator for the National Career Development Guidelines and has served as president of the Washington Career Development Association. Dr. Crow has worked with schools, agencies, corrections facilities, and entire communities to further career development. He holds a Ph.D. in Counselor Education from Arizona State University.

Juliette N. Lester is Executive Director of NOICC. Earlier in her career, she was the first Principal Deputy Assistant Secretary for Vocational and Adult Education in the U.S. Department of Education and the former HEW's Commissioner for Educational Programs in Region V, Chicago. As a higher education program officer for the Department, she was responsible for developing Talent Search and student financial aid programs. She also was Director of the Community College Office.

Ms. Lester received her B.S. and M.A. degrees from The Ohio State University. She is a graduate of the Advanced Management Studies Program at the Massachusetts Institute of Technology and has completed graduate studies at the University of Chicago. Ms. Lester has published and lectured on public policy in education and training and has contributed to national and international publications and conferences on career development, guidance, and counseling. She has been a Guest Scholar in Economic Studies at Brookings Institution and, in 1968, was one of the first women selected to be a Congressional Fellow. In 1992, she received the American School Counselor Association's first Presidential Recognition Award.

Belinda McCharen is the Coordinator of Vocational Guidance for the Oklahoma Department of Vocational and Technical Education. She is responsible for supervising vocational guidance programs for all Oklahoma area vocational-technical schools and all of the Department's vocational and career guidance activities. She also provides liaison services to the State Department of Education.

Ms. McCharen is vice president of the American Vocational Association (AVA) Guidance Division and serves on the board of directors for AVA. She is a doctoral student in occupational and adult education at Oklahoma State University. She also serves as an adjunct faculty member, teaching a master's level course in career guidance at the University of Central Oklahoma, Edmond. Ms. McCharen is a Licensed Professional Counselor (LPC) in Oklahoma, a National Certified Counselor (NCC), and a National Certified Career Counselor (NCCC).

Juliet V. Miller has served as the Lead Consultant on NOICC's National Career Development Guidelines initiative. She is a self-employed consultant and career counselor. Previously, she was the Director of the ERIC Clearinghouse on Adult, Career and Vocational Education at the Ohio State University. Career development and counseling has been her major field of specialization for more than 25 years. During that time, she has been involved in such activities as counseling, counselor education, and program development.

Dr. Miller received her M.A. and Ph.D. in counseling and guidance from the University of Michigan. She is an Ohio Licensed Professional Counselor, a National Certified Counselor, and a National Certified Career Counselor. She has served as the president of the National Career Development Association and currently serves on the Board of Directors of the National Board for Certified Counselors. She is the author of books and journal articles on career guidance and counseling.

Howard Splete is a professor in the Counselor Education Department and Director of the Adult Career Counseling Center in the School of Education and Human Services at Oakland University in Rochester, Michigan. He received his Ph.D. from Michigan State University. He is the author of four books and several articles dealing with counseling, consultation, and career development. His current research interests include elementary school counseling, family influences on career development, and dual-career relationships.

Dr. Splete has been a teacher and counselor at all school levels, principal of an elementary school, and a K-12 director of pupil personnel services. He has served as a delegate to the International Association for Educational and Vocational Guidance Congress. Currently, he is co-director of the Oakland Counselor Academy and president-elect of the National Career Development Association.

Patricia Stanley is the first woman to be appointed Dean of Vocational Education for California's extensive community college system. Before assuming that post, she chaired the Department of Family Studies and Consumer Sciences at California State University at Los Angeles. She has been an administrator in postsecondary vocational education, supervisor of student teachers, and lecturer in home economics in California. Her extensive teaching experience includes posts at universities, colleges, and secondary schools in Arizona, Ohio, and Florida.

Dr. Stanley wrote the State Career Development Guidelines Project that made California one of four original implementation sites to receive a NOICC National Career Development Guidelines grant and served as the project director. She is a member of the Guidelines Cadre of Trainers and has been a leader in numerous professional and community organizations. She received her Ed.D. degree from the University of Pacific, an M.S. from the University of Southern Mississippi, and a B.S. from Wittenberg University.

Winifred I. Warnat is Director of the Division of Vocational-Technical Education in the U.S. Department of Education. Her office is responsible for the administration of nearly $1 billion distributed to the States under the Carl D. Perkins Vocational and Applied Technology Education Act. From 1984 until her current assignment, she was the Department's Technical, Trade, and Industrial Education Specialist.

Dr. Warnat is the designated U.S. coordinator of projects on vocational-technical education for two international organizations — the Organization for Economic Cooperation and Development (OECD) and the European Community (EC). She has given technical papers at a number of international conferences and has published extensively. Earlier in her career she was Director of the National Center on Teaching and Learning at Eastern Michigan University and Director of the Adult Learning Potential Institute at the American University in Washington, DC. She received her Ph.D. degree from the American University and M.Ed. and B.A. degrees from Florida Atlantic University.

Glossary

CIDS — Career information delivery systems, many of which are computer-based, provide information about occupations and educational programs within a state. They are an important resource in career and employment counseling, job placement, educational planning, and vocational and career education programs.

Guidelines, National Guidelines — In this paper, Guidelines (with a capital G) or National Guidelines refer specifically to the National Career Development Guidelines.

ICDM — The Improved Career Decision Making program is designed to help counselors increase their knowledge and use of labor market information in career counseling. The program targets practicing counselors and graduate counseling students. It is sponsored by NOICC and conducted by State Occupational Information Coordinating Committees.

IEP — Individualized Education Program developed under section 602(a)(20) of the Individuals with Disabilities Education Act (IDEA).

JOBS — Job Opportunities and Basic Skill Training Program of the U.S. Department of Health and Human Services, Family Support Administration, Office of Family Assistance.

JTPA — Job Training Partnership Act of 1982 provides federal funds to prepare and train youth and unskilled adults for entry into the labor force. (See also Job Training Reform Amendments of 1992.)

K-12 — Kindergarten through 12th grade.

OVAE — Office of Vocational and Adult Education, U.S. Department of Education.

Perkins — Refers to the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. The purpose of the Act is "to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population."

Some parts of the text also refer to the earlier Carl D. Perkins Vocational Education Act, which provided federal funds to help states expand, improve, and update high quality programs of vocational-technical education. The context makes clear which Perkins Act is being discussed.

SOICC — State Occupational Information Coordinating Committee.

States — Includes the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Northern Mariana Islands.

Tech prep — Tech prep is a major initiative of the Carl D. Perkins Vocational and Applied Technology Education Act. It ensures an effective articulation partnership between secondary vocational-technical schools and postsecondary institutions.

National Career Development Guidelines Products and Ordering Information

*National Occupational Information Coordinating Committee. (1989). *National Career Development Guidelines: Local Handbook for Elementary Schools.* Washington, DC: Author. (ERIC Document Reproduction Service Number ED 317 879)

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The National Career Development Guidelines and this report may be purchased at cost from the NOICC Training Support Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074; Telephone 405/743-5197.

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NOICC Training Support Center

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The NTSC operates through the Oklahoma State Occupational Information Coordinating Committee. The center is based at the Oklahoma Department of Vocational and Technical Education in Stillwater. The Oklahoma Vo-Tech agency, Oklahoma State University (OSU) Educational Television Services, and the OSU College of Education's School of Occupational and Adult Education combine resources and staff to operate the training center.

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